# APPLYING QUIZIZZ APPLICATION AS AN ASSESSMENT TOOL FOR EFL STUDENTS

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**Abstract**

Quizizz is a free online-based formative assessment tool that allows teachers to conduct both in-class and online teaching. This study used Quizizz as an assessment tool for the midterm test and exam of the first semester English department or EFL students in IAIN Parepare. Technology-based applied research is the approach adopted. The instrument used was a midterm exam for the English department students. The midterm exam consists of 15 questions with multiple choice question types. This exam was attended by 18 students. The questionnaire was made using a Mentimeter. The use of Quizizz has a good and positive impact and response. The level of accuracy of students' success in answering questions correctly in this class was 78%. The highest score is 100% and the lowest is 61%. Then 85% prefer Quizizz as an assessment tool compared to paper and google forms.
**Keywords:** *Quizizz Application, Assessment Tool, EFL Students*

## Introduction

The development of educational technology is currently running very rapidly. Various innovations in education and training that utilize technology have been initiated and developed; some have been disseminated nationally. In essence, educational technology is a discipline concerned with solving learning problems based on a series of principles and using various approaches (Awaluddin et al., 2021). One of the technological developments in the world of education, especially higher education continues to be developed, one of which is when teachers carry out learning evaluations or assessments.

In the process of teaching assessment activities are one of the important keyword keys and crucial components to knowing or measuring how far students'

learning skills are in understanding the material provided by the teacher (Irwansyah et al., 2021). Assessment is a process in which the teacher or examiner collects information to get a score as the final result which is used to determine the level of student's comprehension or understanding of learning material. Erwin as cited in (Swan, 2018) states that the systematic basis for making inferences about the students' learning development in the form of identifying, selecting, planning, gathering, interpreting, and using data is known as assessment. Assessments put students into real-world situations and demand the application of relevant skills and knowledge, instead of just reconstructing facts, and applying standardized problem-solving procedures (Devedzic et al., 2019).

Webb and Gibson in their research stated that assessment is part of the evaluation in teaching and learning. Assessment is defined as the systematic basis for making inferences about students' learning development (Webb et al., 2015). More specifically, assessment is the process of defining, selecting, designing, collecting, analysing, interpreting, and using the information to increase students' learning development (Swan, 2018). Therefore, the assessment must be well prepared so that the teachers and students can properly carry out the teaching and learning process (Rahman et al., 2022). Webb and Gibson mentioned digitally enhanced assessments involving a real experience of learning with digital media, a continued and unobtrusive performance, learning, and knowledge measurement, a highly detailed and high-resolution data record analysed and displayed in computational ways and real-time access by students and teachers (Webb et al., 2015).

Many universities in Indonesia, currently still use conventional methods to assess the students, namely by using paper as a work assignment given by lecturers, discussing in class directly, and collecting assignments by giving assignments to lecturers, which are ongoing every day (Bicen et al., 2018). This is certainly not following technological developments. Information and Communication Technology (ICT) should have brought significant educational acceleration and innovation changes. Therefore, currently, there are many applications that can be optimized as assessment tools, such as Kahoot, Quizlet, Quizzes, etc. In this case,

researchers used and investigated Quizizz. It is a learning assessment tool using this application that makes it easy for teachers to assess student learning in schools and the results of student assessments can be downloaded for free (Munawir et al., 2021). As stated by Nanda et al., (2018) Quizizz is an online assessment tool as a fun multiplayer classroom activity that allows all students to practice together with their computer, smartphone, and iPad. In Quizizz, multiple choice questions with two, three, or four-point answers will appear on each student's screen, so that they can answer the questions at their own pace, and review their responses at the end.

Quizizz is a free online-based formative assessment, with the help of the free online formative assessment, teachers can administer tests both in class and as homework. It tends to be effectively used, helping to stimulate the metacognitive of the student, liveliness in class, and student attendance in advanced education which demands the limited participation of lecturers and students (Bicen et al., 2018).

Games provide two aspects of perceptions which are perceived ease of use and perceived enjoyment (Hasanah et al., 2020, 2021). Perceived ease of use is about Quizizz that easy to use and easy to access. Perceived enjoyment in this study is about students' feelings while using Quizizz. Moreover, the use of online quiz applications such as Quizzes can be an alternative for teachers in teaching and learning activities. Especially when doing a learning evaluation or test (Euis Nursifa Laila Nugraha, Salsabila, 2021). This is essential so that students do not feel bored or nervous every time a test or learning evaluation is held (Ali, 2019; Firman Ahmad Faizal et al., 2020). Based on the explanation of related studies above, the researcher noticed that Quizizz application has a good effect on students and teachers, and the use of Quizizz as an assessment tool is suitable to use in the modern area. Regarding of importance assessment in the learning process make teachers must be creative to design and carry out a quiz that can apply to using the technology.

**Method**

This research used an applied research method based on information technology where Quizizz is used as an assessment tool. This research was

conducted in the first semester of English department students in IAIN Parepare consisting of 18 students. The instrument used was a midterm exam for the English department students. The midterm exam consists of 15 questions with multiple choice question types. Each question is given 20 seconds to answer it. There were 15 questions in total to complete in 15 minutes, 20 seconds each. At the same time, the third observer observed the students' participation and engagement in doing the midterm exam. All of the students engaged in the exam. They did the exam individually and with honesty. This research activity allowed researchers to get the expected data, such as scores and the description of the situation. The researcher gave questions related to class learning materials related to vocabulary. At the end of the exam session, the researcher created a questionnaire to find out the students' responses about using Quizizz as an assessment tool using an application named Mentimeter.

**Result**

Quizizz is an online test and assessment that may be used in enjoyable group activities in the classroom that allows all students to practice together with their computer, Gadget, and Smartphone. Quizizz is easy to use to assess the students. When the teacher is the host, they can view the questions that each student has answered properly and wrongly in the class where the exam is being given with such a display below. The lecturer will be easy to analyse the data. Each student uses their mobile device to diligently focus on their midterm questions. They are so meticulously completing things inside the allotted time that giving. The answers from every student both right and wrong can be monitored in real time so it is very easy for lecturers to see them. Students are also tremendously motivated because the results of their answers can be seen directly on the scoreboard. Each student's response will always have an impact on the final score. The score will always change depending on the answer from each student.
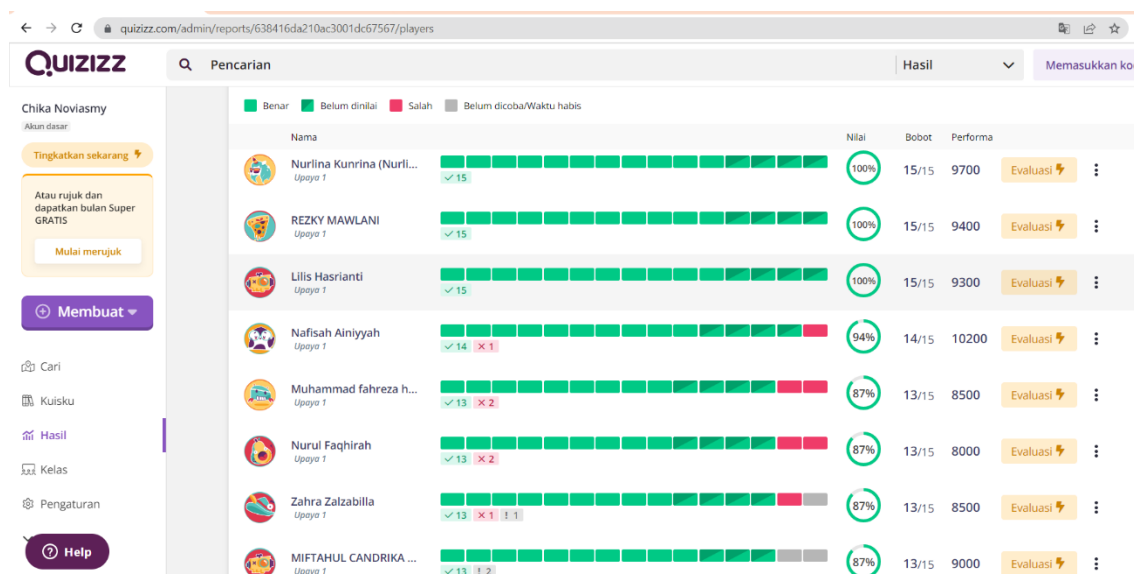
Figure 1. The result of student's answers in the midterm exam

Figure 1 shows the results of the Quizizz evaluation, which shows how accurate the students were at answering the questions correctly in this class in this midterm exam. In the Quizzz, we can also observe how well students performed in responding to each question so that it will be easier in the next evaluation. If the teacher wants to further process the data, the Quizziz assessment results can also be downloaded as a spreadsheet (.xsls).
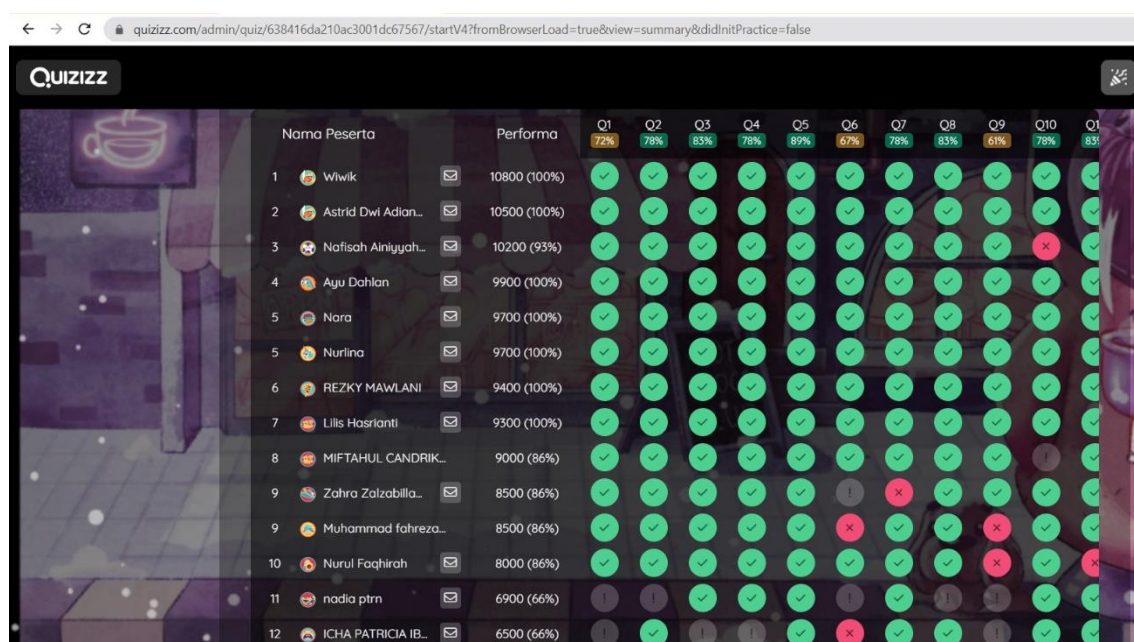


Figure 2. Percentage of the students' answer

Table 1. Analysis of the result of student answers in the midterm exam

| No. | Level of the accuracy of students' success in answering questions correctly | Percentage |
|---|---|---|
| 1 | Average | 78% |
| 2 | Highest | 100% |
| 3 | Lowest | 60% |
| 4 | Question 1. | 72% |
| 5 | Question 2. | 78% |
| 6 | Question 3. | 83% |
| 7 | Question 4. | 78% |
| 8 | Question 5. | 89% |
| 9 | Question 6. | 67% |
| 10 | Question 7. | 78% |
| 11 | Question 8. | 83% |
| 12 | Question 9. | 61% |
| 13 | Question 10. | 78% |
| 14 | Question 11. | 83% |
| 15 | Question 12. | 94% |
| 16 | Question 13. | 94% |
| 17 | Question 14. | 89% |
| 18 | Question 15. | 93% |

According to the Table 1, 78% of students in this class were successful in correctly answering questions as level of accuracy of students' success in answering questions. The highest score is 100% (True 15, False 0) and the lowest score is 60% (True 8, False 7). This demonstrates that, up until the eighth meeting, the majority of the students in this class understood the information system project management lectures. However, some of the questions with a low level of accuracy particularly questions 6 and 9, have a poor degree of correctness.

To find out the students' responses after using Quizizz, the researcher created a questionnaire to learn the responses from the students following their use of Quizizz. There are 2 inquiries. The questionnaire evaluation was made using a Mentimeter. Mentimeter is a free online response tool that allows users to get findings right away rather than having to wait a while. (Wong & Yunus, 2020). For this case, students can utilize Mentimeter by entering a special six-digit code to access the particular page designated by their host and start providing responses.

Table 2. The result of questionnaires on student responses to question 1

| No. | Question | Percentage of the student's answer | | | |
|-----|----------|------|--------|-------------|---|
| 1. | What kind of exam do you prefer? | Paper 15% | Quizizz 85% | Google Form - | |

The table shows that the highest answer is Quizizz as the best exam method. Of 18 students, 16 answered using Quiziz, 2 using paper, and no one chooses using Google Forms.

Table 3. The result of questionnaires on student responses to question 2

| Students | Question | Answer |
|----------|----------|--------|
| 1 | | Challenging |
| 2 | | Good |
| 3 | | Not Boring |
| 4 | | Good Method |
| 5 | | Challenging |
| 6 | | Excited |
| 7 | Give one statement after | Challenging |
| 8 | you did the exam by Quizizz | Happy |
| 9 | Application | Cool |
| 10 | | Effective |
| 11 | | Happy |
| 12 | | Challenging |

| | | |
|---|---|---|
| 13 | | Fun and Happy |
| 14 | | Very Happy |
| 15 | | Not Boring |
| 16 | | Challenging |
| 17 | | Challenging |
| 18 | | Challenging |
| | | |

## Discussion

The Quizizz application is one of the best applications used in learning assessment. To get the data, first of all, the lecturer entered the class and opened the learning activities. The exam activity using the Quizziz application was started and it took around four minutes to finish. The first two minutes were spent inviting students to the Quizizz application. The remaining two minutes were spent working on the questions. There were 15 questions given. Each question was to complete in 20 seconds. After all the students finished their Quizizz questions, the results of their answers as well as their scores and rankings immediately appeared. Researchers also paid attention to the circumstances throughout the quiz. The results show that 16 out of 18 students participate well in the online quizzes. However, three participants encountered obstacles when accessing Quizizz. This was due to the technical error caused by the internet connection of their smartphone provider

Many advantages the researcher found while applying this application. The study was conducted by Zuhriyah et al., (2020). This study has 2 aims, they are developing online quiz prototype sing Quizizz Application and examining the quality of the developed online quiz. This study was conducted in Buleleng Regency. In this study, 10 English teachers from four senior high schools in Buleleng Regency served as the participants. The designed online quiz that was used by Quizizz as a formative reading assessment was the subject of this investigation. As the result of this study, it can be seen that the findings of this study indicate that, in order to increase the reading proficiency of students in Buleleng Regency's tenth grade, it is necessary to build online formative assessment, particularly using the Quizizz application in order

to improve students' reading competency of the Tenth Grade Students in Buleleng Regency. The last previous study was a study which reposed by Zuhriyah et al., (2020). The purpose this study was to explore the students' perceptions toward the use of Quizizz as an assessment tool in an English class. Then, the findings of the study showed that Quizizz contributed a positive response to the use as an assessment tool to improve students' reading skill. All students agreed that Quizizz was able to enhance and develop their reading skill because during the quiz students were required to read and answer the questions.

Quizizz has an attractive display, and they can't cheat during the test using Quizizz, Quizizz create a competitive atmosphere and Quizizz is better than traditional test. In addition Quizizz encouraged students' confidence, their confidence do the test and answer by their self. Quizizz increase students' motivation, after answer the question they can learn and revised and understand errors of selected answer. Quizizz can improve their skill in English skill. Its means Quizizz can be used as an assessment tool by teachers that apply the development of technology in the classroom to improve students' confidence, interest, and English skill. We can see in the results above that students are interested to do the midterm exam by using Quizizz. They feel more challenged and hope in the next exam, the lecturer use Quizizz as an assessment tool.

**Conclusion**

Quizizz is an assessment tool in an online application that is a very positive and useful evaluation tool in its use, in terms of lecturers, Quizizz is very effective and facilitates the assessment process in the teaching and learning process in the classroom. These positive responses are because Quizizz has many interesting features that can make students easier to complete the questions and feel like they are playing a game. This is in line with the current phenomenon in which students in this era are attached to their smartphones and game-related activities. As a result, they will refer to their gadget to learn something. The enthusiasm among students for using Quizizz to administer tests is contagious. They are particularly interested in answering quiz questions. They very interested in answering questions with quizziz.

The attractive and interactive display of this application gives encouragement to carry out the exam. The other advantage of using online quizizz for teachers was that it helps teachers while monitoring the assessments on the class because the students do not have time for cheating, mocking, and discussing with their friends. Henceforth, the situation was under control.

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