

Integrating Quizizz in the English classroom: Game-based learning and assessment

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ABSTRACT

Quizizz is an outstanding online tool for creating interactive tests that can be used to enhance English language skills. This study aims to delineate the implementation of Quizizz as a game-based learning and assessment support tool in the English class of accounting study program at the Universitas Islam Kebangsaan Indonesia. In this case, Quizizz is used for students who are disinterested in studying toward the end of the lesson (30 minutes before it finishes). Moreover, because the results of their gameplay are promptly shown on the screen, lecturers can use this web tool to conduct first-hand assessments as students are playing. Based on the authors' testing of the implementation of Quizizz in English classrooms, it was discovered that students enjoyed using Quizizz for practice because its engaging display resembled a game. They increasingly focused on the subject and passionately responded to the questions. The results indicate that the students were eager to study English and expressed a favorable attitude toward Quizizz.

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1. Introduction

Learning English is challenging for foreigners, and they are discouraged from studying the language when they encounter difficulties. As a result, plenty of academics and educators are constantly exploring the most effective strategies to assist non-native speakers in the English classroom. Globally, numerous industries have been significantly impacted by the swift expansion of information and communication technology. Computers, tablets, and mobile phones are just a few examples of the numerous types of technology that the advancements in information and communication technology have probably made. Subsequently, computational gaming was presented as an activity

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carried out by participants who communicate and play by the rules to accomplish a goal. The introduction of gamification to encourage user interaction has been common in numerous societies over the past few decades. As mentioned earlier, the approach is commonly implemented in distinct designs for educational intentions. Throughout teaching and learning, motivation plays a critical role in managing multiple kinds of learning, including online, distance, and conventional learning. Gamification is progressively popular in education as a strategy for students learning digitally. Lim et al. (2006) state that interactive elements, outlooks, rules, and curiosity generally identify games. The characteristics above can boost students' intrinsic motivation and excitement in learning.

Educational games like Quizizz, Socrative, and Kahoot have recently become prominent in colleges and universities. With the help of these websites, students can employ their mobile devices to participate in engaging classroom activities that will enhance their academic experiences. Quizizz is an educational web/app that uses games to make learning more exciting and pleasurable for students in the classroom. Students can use their devices to complete English exercises in the classroom by using Quizizz. In contrast to other educational websites, Quizizz features engaging gaming features, including themes, avatars, reactions, and soundtracks that can enhance the learning experience.

Furthermore, students are encouraged to learn by competing with one another on Quizizz. On the leaderboard, students can view their ranking in real time after taking the quiz simultaneously in class. When the quiz is over, lecturers can watch the activities and download the results to assess their students' performance. This website can be used in the English classroom to stimulate students' curiosity and improve their participation in the learning process.

Numerous studies have been conducted on gamified quizzes to enhance student's learning, such as Chaiyo & Nokham (2017), Basuki & Hidayati (2019), Göksün & Gürsoy (2019), Wibawa et al. (2019), and Citra & Rosy (2020). These studies concentrated on the effectiveness of Quizizz as an assessment instrument. Therefore, the objective of these studies is to provide an advantageous method for conducting self-evaluation in learning grammar by using the feedback and analysis features of Quizizz. The studies show that the gamification approach (Quizizz app/web) has dramatically enhanced students' learning and performance. Ju & Adam (2018) looked into the same matter concerning evaluating Quizizz's application in the classroom and revealed that it can enhance students' viewpoints toward the teaching and learning process and classroom evaluation. An additional study revealed how Quizizz effectively improves students' comprehension of the subject matter when they evaluate themselves. Also, quizzes are suggested to be an effective means of supporting the teaching and learning process

over conventional exams and assignments (Rahayu & Purnawarman, 2019). Even though there have been several prior studies that study the implementation of Quizizz and investigate students' opinions of its use, there is no study has been conducted to investigate the use of Quizizz in the English class of accounting study program at the *Universitas Islam Kebangsaan Indonesia*. This study examined students' perspectives on using Quizizz in the English classroom.

Moreover, this study also investigated the impact of Quizizz's implementation frequency on students' feedback and lecturers' teaching assessment. *Universitas Islam Kebangsaan Indonesia* is located in Bireuen, one of Aceh province's districts. At this university, English is one of the common subjects.

Based on the previous explanations, the authors are fascinated by integrating Quizizz for teaching and evaluating the students in the English class of accounting study program at the *Universitas Islam Kebangsaan Indonesia*. The authors believe Quizizz can make teaching and learning more exciting and make student assessments more straightforward and pleasurable. Simply put, Quizizz can enhance students' and lecturers' digital literacy by offering a variety of teaching, learning, and assessment methods in this age of technology.

2. Literature review

Quizizz is a web-based quiz developed in Santa Monica, California, the United States. Quizizz offers formative matters with various preferences that are provided engagingly for all students. Quizizz can be one of the novel innovations in learning assessment activities. Numerous features are available for use, including fill-in questions, multiple-choice questions, and essay questions. Students can access this web/app anyplace. Quizizz is a game-based educational instrument that makes learning more entertaining and interactive by bringing collaborative actions anyplace (Citra & Rosy, 2020).

Furthermore, Quizizz offers numerous features that might help lecturers and students principally in the learning process (Wibawa et al., 2019). It demonstrates that Quizizz can be used in teaching and learning. Subsequently, Quizizz is described by MacNamara & Murphy (2017) as an educational tool that uses gamification. Students will be amazed by the game-like experience due to the colorful UI, characters, and soundtrack when they are in a game. Quizizz will provide a visualization, including a meme to students after they respond to each question, indicating whether or not their answer was correct. According to Pitoyo & Asib (2020), this experience is enjoyable for students. Zhao (2019) additionally stated that Quizizz makes classroom assignments simpler and thrilling by enabling concurrent multiplayer activities. Through Quizizz, students can relearn what they have learned in class using their gadgets.

The lecturers must visit the website <http://quizizz.com> to access this program. Following that, they must register by clicking the register button, or if they have already registered, they merely need to click the login button. The software simplifies the procedure by allowing users to sign in with their Gmail account, which makes it more accessible. After registering, users will be prompted by the platform to select the profile. In this instance, users can sign in as an institution, educator, or student. Subsequently, the lecturers can promptly arrange the questions students receive, including the type, quantity, and preference. Students can open the website online or download the application immediately from the App Store (iPhone) or Play Store (Android). After that, students can access the game by swiftly entering the code provided by the lecturers. The gaming elements of Quizizz itself, such as avatars, memes, and music, add enjoyment to the learning experience. Because the tests may be taken in the classroom and the results are displayed instantly, it fosters a competitive environment among students, encouraging the learning process.

Additionally, after the test, lecturers can obtain student progress reports and look at the entire process to evaluate each student's performance. The game can be customized in several ways by lecturers. For instance, they can choose to randomize questions or not, rank students simply on their correction rate or on their correction rate plus the amount of time it took to finish the quiz, or display all students or only the top five students. Lecturers may alternatively set the questions as homework; thus, the students can complete the assignments using their mobile devices at home. Not only that, but there is also immediate feedback in memes displayed on the screen after the students have answered every question. An amusing picture with a phrase such as "try again" for an inaccurate answer or "Well done!" for an accurate answer appears. The memes amused the students, and they felt relaxed and inspired to answer the subsequent questions.

3. Method

Quizizz was integrated into the English accounting study program (first semester) class at the *Universitas Islam Kebangsaan Indonesia*. This web/app was used irregularly, based on the subject matter discussed in class. The lecturers may offer Quizizz at the beginning or the end of the class as a means of assessment. Occasionally, it can be integrated in both ways to assess students' understanding. Nevertheless, the authors applied Quizizz at the end of the lesson to perceive students' understandings concerning the subject matter and use it to assess them directly. Lecturers can also use immediate contact (live games) or assign homework to students at home once the quiz has been created.

This study's idea was predicated on game-based learning. This approach can assist students in improving their potential and quality of knowledge acquisition. According to Dellos (2015), game-based learning can be used as an evaluation tool to assist students with problem-solving and enhance their critical thinking skills. The learning process at the *Universitas Islam Kebangsaan Indonesia* still uses a few interactive apps to attract students' attention. Many lecturers use YouTube, PowerPoint, or WhatsApp to teach their students. Students experience boredom and decreased motivation when lecturers use these three programs.

4. Results and discussion

The authors attempted to survey students regarding their experiences using Quizizz to assist lecturers in evaluating the use of this web/app. The result showed that positive responses outnumbered negative ones. It can be concluded that Quizizz is a gamification tool that can enhance the teaching and learning process and motivate students. According to the authors, most students believed their learning improved by using Quizizz, subsequently inspiring them to learn English. Using gaming elements like music, memes, and avatars, Quizizz helps students enjoy learning. Students were encouraged to study since they could compete with one another by taking tests in the classroom and viewing their results on the leaderboard instantly.

As for the assessment aspect, Quizizz's features enabled lecturers to evaluate their students straightforwardly. The lecturers can monitor the learning process and download students' progress reports. The students were more involved in the teaching and learning process, and they could offer insightful and necessary feedback based on what they had learned. By taking quizzes on Quizizz, students were also more motivated to keep studying English. Further, using quizzes can break the ice and stop students from getting bored, unlike conventional assessment methods. Using Quizizz, students discovered that assessment can be conducted in enjoyable and exciting ways. Additionally, it can assist them in remembering the material easily and enjoying answering the questions, something that has not occurred in conventional assessment.

Gamification can be distinguished from game and non-game settings. Students' experiences with gamification of education differ. The gamification strategy has a beneficial impact on motivation. Motivation is the essential component of meaningful gamification design. It highlights the importance of motivation for students' learning even more. Also, students will be highly tempted to contribute, explore, and put in effort due to their excitement rather than in order to receive a reward. The authors' exploration revealed that the gamification method significantly increased their intrinsic motivation. In several other studies, the gamification method has had an average impact on

students' intrinsic learning motivation. This is because every student possesses a distinctive level of motivation and cognition related to self-determination. The self-determination hypothesis states that when gamification is used, individuals' psychological requirements for autonomy and efficiency can be met, which increases intrinsic motivation.

According to Mulyati & Evendi (2020), Quizizz contains several features widely used in games, including themes, game music, avatars, and memes. A leaderboard is another Quizizz element used to display rankings while playing. These features maintain students' attention and encourage them to answer the questions appropriately. Based on the description, Quizizz offered a wide range of customizable capabilities. This can facilitate student's capacity to answer questions at any time and from any place. It is also straightforward for lecturers to create quizzes and manage the use of the quizzes. The lecturers can immediately get the results of the question analysis, which can be forwarded to the parents of the students. Quizizz can be considered an effective and efficient learning assessment tool in this digital age.

The five forms of interactive questions available on Quizizz are multiple-choice, checklist, fill-in, poll, and essay. The questions are presented in a visually appealing and engaging manner. It makes students feel happy when participating in the learning process. This is by the opinion of Citra & Rosy (2020), who explained that quizzes have the advantage of having time limits for the questions presented; hence, the students are trained to think clearly and swiftly in answering the existing questions. Another advantage of Quizizz is that the answers to previous questions can be seen in vivid colors and graphics on the lecturers' computers (as an administrator) and on the students' devices, which will automatically change in order based on the presented questions.

Based on the study's findings, students' learning outcomes and motivation increased when they used Quizizz for learning and assessment activities. Students' increased motivation and learning outcomes indicate that they comprehend the subject materials better. This is in keeping with the study from Mulyati & Evendi (2020), who stated that because Quizizz can boost student enthusiasm, using this web/app as a learning assessment tool is appropriate. Quizizz is not only simple to use, but it can deliver assessment results rapidly. Next, according to Fazriyah et al. (2020), using Quizizz as a mobile learning app can enhance lecturers' teaching skills. Then, when Quizizz is used for higher grades, students become more eager to learn, and the lecturer's grading job becomes more straightforward. Quizizz has been deemed a useful learning evaluation tool because it enhances students' comprehension of the subject matter and increases learning outcomes. The web/app was deemed effective since it reduces the need for paper, is helpful for both lecturers and students and allows for the immediate report of outcomes to parents of students.

5. Conclusion

Ultimately, based on the findings of this study, the authors discovered that Quizziz could be one of the ways to vary teaching and assessment methods, particularly in the present state of affairs where widely used platforms like Google Classroom, YouTube, Whatsapp, Zoom, and PowerPoint are pretty common and monotonous for lecturers and students.

Quizizz provides enjoyable features that make the learning and assessment process thrilling for lecturers and students. It showed that using Quizizz as a supporting tool for learning and assessment activities is considered an outstanding website/application due to its potential to enhance students' English comprehension and learning outcomes. Besides, Quizizz is stated to be effective for lecturers and students since this website/application is simple to use, paperless, and convenient for usage at every opportunity.

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Disclosure statement

The authors declare that there is no conflict of interest regarding the publication of this paper.

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