



Students' Perceptions Toward Quizizz as An Assessment Tool in EFL Classroom

Rafida Putri Aulia ^{1*}, Silih Warni¹

¹ Universitas Muhammadiyah Prof. DR. HAMKA, Indonesia

*Corresponding author's email: rafidaulia01@gmail.com

ARTICLE INFO

Received: May 15, 2024

Revised: June 17, 2024

Accepted: July 01, 2024

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Keywords:

Students' Perceptions, Quizizz, Assessment

ABSTRACT

This study employs a descriptive qualitative approach to describe the implementation of Quizizz and identify the students' view toward Quizizz as an assessment tool in EFL classrooms. Eight second-year students are participated and selected based on their prior use of Quizizz during English lessons. Data collection involved classroom observations and in-depth interviews. The data were collected, transcribed, and analyzed thematically. The findings indicate that Quizizz is effectively employed by teachers, eliciting active engagement from students who appreciate its gamified features. Four key themes emerged from the analysis: Interest in Quizizz, Motivation in Quizizz, Confidence in Quizizz, and English Skills in Quizizz. Participants expressed enthusiasm for Quizizz's gamified learning approach and its integration of technology, which they perceived as enhancing teachers' assessment capabilities. They also noted that Quizizz served as a motivational tool, boosting their confidence and improving their English skills, notably in vocabulary acquisition and reading comprehension. Overall, Quizizz emerged as an effective and enjoyable tool for enhancing student engagement and facilitating learning outcomes in English. For educators, integrating Quizizz into lesson plans proves to be an efficient method for fostering student involvement and evaluating learning achievements.

Introduction

In today's digital age, the integration of technology into education is particularly relevant for students who have grown up in the digital era. Students in this generation are known for their familiarity and comfort with technology, making them highly receptive to innovative learning approaches that leverage digital tools (Manzoni et al., 2021). This generation has been raised in a world where technology is an integral part of their daily lives, and they expect education to reflect this reality. Therefore, students should be more engaged with technology and multimedia. The more teachers use multimedia technology, the more students get involved in their studies and social activities. They become more committed to meeting the high standards set by teachers, which lowers the chance of academic underperformance (Maloshonok, 2016). In line with Haleem et al. (2022), incorporating technology into education gives students an interesting learning experience, helping them stay focused on the subject without getting distracted. Therefore, teachers need to explore and leverage learning media that align with the interests and preferences of their students

(Ramzan et al., 2023). For example, classroom activities should involve the use of the Internet, mobile applications, and technological platforms. Technology-based learning media can encompass a wide range of tools and platforms such as WhatsApp (WA), Google Classroom, Kahoot, Wordwall, Quizizz, Bamboozle, Quizlet, Quizalize and more (Ahmed et al., 2022; Zuhriyah & Pratolo, 2020). Based on Degirmenci (2021), these platforms offer diverse opportunities for teachers to create engaging and interactive learning experiences. They can serve as tools not just for teaching and learning but also for assessing the students.

Assessment for learning is commonly categorized into two types: formative and summative assessments. According to Mardapi (2017), formative assessment is a periodic evaluation conducted throughout the year to understand students' abilities and measure their learning achievements. This type of assessment not only provides information about learning achievements but also gauges the success of the learning process. Examples include classroom discussions, quizzes, and drafts of work. Meanwhile, Mardapi (2017) stated that summative evaluation is a test given by the teacher at the end of learning. The results of this evaluation are used to assess student's learning achievements and measured by scores. Examples of summative evaluation include final exams, standardized tests, and end-of-term projects.

One method of formative assessment is through the use of quizzes. There are two commonly used types for assessing students: paper-based quizzes and online quizzes. Paper-based quizzes are a traditional way to evaluate students, but with technological advancements, Kirzner et al. (2021) found that students are more interested in using online quizzes due to their appealing displays and engaging features. In other words, administering effective formative assessment and providing feedback poses challenges for teachers in a traditional learning setting (Wang, 2008). Therefore, teachers need to improve their approach to assessing students, especially in formative assessment. One of the online quizzes that has an attractive display and features is Quizizz.

Quizizz is available for free. This application serves as a formative assessment tool that can be customized according to the curriculum (Amalia, 2020). As stated by Solikhah (2023), Quizizz features have become widely popular for involving students, evaluating their understanding, and delivering immediate feedback. Furthermore, the platform offers practical and dynamic methods to assess students' knowledge (Junior, 2020). Quizizz is beneficial for assessing students since it lies in its ability to make the learning process enjoyable, engaging, easy, and effective. It incorporates enjoyable elements like avatars, themes, memes, and music to add a fun aspect to the learning experience. Furthermore, it replaces the traditional paper-and-pen quiz method, allowing teachers to create online questions for the student that ease the evaluation process. Wahyudi et al. (2020) suggest that Quizizz serves as a viable option for educational assessment due to its engaging design, avoidance of monotony, game-based approach, and convenience for teachers in conducting effective assessments.

Several studies have explored gamified quizzes as a means to enhance students'

learning. The outcomes consistently indicate that the use of gamification tools has led to significant improvements in students' learning and academic performance. The first study was conducted by Zuhriyah & Pratolo (2020). A semi-structured interview was conducted to gather data on students' perspectives on the use of Quizizz. The findings revealed several positive views, including the tool being perceived as interesting, boosting confidence, enhancing motivation, and improving reading abilities. Second, research was done by Ota et al. (2023). The study employed a mixed-method approach utilizing observation, questionnaires, and interviews. Findings from the questionnaires revealed that the incorporation of Quizizz in online assessment garnered positive feedback from students. Each positive statement in the questionnaire received a high percentage of agreement. In-depth interviews further supported these positive and diverse responses. Last, research was conducted by Amalia (2020). The research design of this study was qualitative survey research, collecting data through a questionnaire and analyzing it using the Likert Scale. The findings indicated that students strongly agreed that Quizizz was visually appealing, interesting, and fun, prevented cheating during tests, fostered a competitive classroom atmosphere, and was considered superior to traditional offline tests.

The related studies suggest that Quizizz application yields positive effects for both students and teachers. By employing game-based questions, teachers can quickly and easily evaluate and analyze the quiz results (Zuhriyah & Pratolo, 2020). Meanwhile, the tool fosters student enthusiasm for answering the game-based questions making it a suitable assessment tool in the modern era. The significance of assessment in the learning process emphasizes the need for teachers to creatively design and implement quizzes that align with technological advancements.

This research delves into students' perspectives regarding Quizizz as an assessment tool in EFL classrooms, specifically in one of the junior high schools in Jakarta. Preliminary observations indicated that Quizizz is frequently employed by English teachers for assessment purposes, aiming to enhance student engagement. However, to evaluate its efficacy, it is crucial to ascertain students' perceptions regarding Quizizz's use as an assessment tool. Thus, the study aims to investigate the students' view toward the use of Quizizz as an assessment tool in an English class that has integrated this online testing platform multiple times.

Research Methods

The descriptive qualitative approach is employed to describe the obtained data effectively. Following Creswell (2012), qualitative research aims to understand the meaning individuals or groups attribute to social or human problems. It generates descriptive data through written and oral expressions of the observed subjects. This research was initiated in January 2024, explores the perspectives of students from one of the Senior High Schools in Jakarta that have been used Quizizz as an online assessment tool for English learning, with a focus on formative assessment in a classroom.

The participants in this research are second-year students from a senior high school

in Jakarta for the academic year 2023/2024. The selection of second-year students is based on their prior use of Quizizz during formative assessment in English lessons. Specifically, eight students from the 11th grade are chosen to facilitate a detailed and in-depth investigation.

The data included written and oral expressions of the observed subjects, providing a detailed and comprehensive understanding of the views and experiences of second-year students regarding the use of Quizizz in English formative assessment. Empirical data in this research were obtained through a combination of classroom observation and in-depth interviews. Classroom observation provided insights into the teaching and learning process, while in-depth interviews explored more detailed opinions from respondents regarding the use of Quizizz for assessment. As stated by Widodo (2016), these interviews served as verbal justifications, compensating for any aspects that might have been overlooked during classroom observation.

The researchers prepared a recorder in the interview session to record the participants' information to obtain precise data. The semi-structured approach was adopted, encouraging participants to express their ideas and opinions openly. To maintain focus and relevance, researchers prepare a list of questions for the participants, ensuring alignment with the researcher's discussion topics. The interview questions will explore students' views on Quizizz, investigating their motivation, confidence, and skills improvement. The interview questions were open-ended and the Indonesian language was used during the interview to comfort and ease the participants.

In this research, the data analysis techniques began with the conversion of audio recordings into written transcripts through a transcription process. Thematic analysis was then conducted to analyze the transcribed and coded data relevant to students' perceptions of Quizizz as an assessment tool. In a similar manner, using the thematic analysis approach, the interview transcripts were repeatedly read, then sorted, categorized, and assigned to specific themes aligned with the research's objectives (Braun & Clarke, 2006). The final result was a set of coherent and meaningful themes that provided insights into the research questions or objectives. The teacher utilizes the Quizizz application for formative assessments during daily tests. The quiz content aligns with the English learning themes, covering topics such as asking and giving questions, vocabulary, and more.

Findings and Discussion

With regards to the first research objective, several findings have been elaborated through the observation, comprising teacher and student activities. Data was taken from the observation checklist conducted when teacher use Quizizz as an assessment tool in the teaching and learning process in the classroom. The observation checklist can be seen in the following table:

Table 1 Observation Instrument Checklist

Teacher's Activities	Yes	No
----------------------	-----	----

1. The teacher prepared Quizizz before the class.	✓	
2. The teacher introduces Quizizz effectively, clearly explaining its purpose and how to use it.	✓	
3. The teacher ensures all students have access Quizizz on their devices.	✓	
4. The teacher starts the quiz and displays the leaderboard via projector.	✓	
5. The teacher monitors students' progress during the quiz.	✓	
6. The teacher assists students who encounter technical issues.	✓	
7. The teacher moderates the pace of the quiz to match students' comprehension levels.	✓	
8. The teacher reviews the quiz answers with the students.		✓
9. The teacher provides feedback on students' performance.	✓	
10. The teacher encourages students to reflect on their learning experience with Quizizz.	✓	
Students' Activities	Yes	No
1. Students actively engage with Quizizz.	✓	
2. Students demonstrate focus and concentration during the quiz.	✓	
3. Students utilize the features of Quizizz effectively.	✓	
4. Students manage their time efficiently to complete the quiz within the given timeframe.	✓	
5. Students discuss the quiz content and answers with their teacher.		✓
6. Students reflect on their performance and learning experience after completing the quiz.	✓	

Based on the researchers' observation, when observing the teacher using Quizizz as an assessment tool in teaching English in the classroom, various interesting findings were revealed. Before the class started, the teacher seemed to have carefully prepared everything related to Quizizz. There were ten multiple-choice questions that needed to be answered by the students at the end of the lesson. Every detail of the material and technical arrangements had been well-prepared, reflecting seriousness in conducting the learning process. This finding is align with a previous study conducted by Iryna O. Biletska et al. (2021), which emphasized the importance of thorough preparation in the successful implementation of digital learning tools.

When introducing Quizizz to the students, the teacher clearly and effectively explained its purpose and how to operate it. This has become a habit because the use of Quizizz has occurred very often. When the quiz started, the teacher displayed the Quizizz leaderboard through the projector. This current finding is supported by a study which proposed that leaderboard allowing students to know their position in terms of rank points, which motivated them to continually improve their scores. Park & Kim (2021) pointed out

that the competitive element of leaderboards can significantly boost student engagement and motivation.

In line with Prestiadi et al. (2021), students also appeared to effectively utilize the various features offered by Quizizz, such as elements to boost their points, avatars, engaging themes, and appealing background music. However, the teacher was also able to assist students who encountered technical difficulties in using Quizizz. This observation supports the findings of Cabero-Almenara et al. (2022), who highlighted the crucial role of teachers in facilitating and troubleshooting digital assessments. One of the common challenges observed by the researchers is that students often lack internet access, requiring teachers to request assistance from students who have internet access. During the quiz, the teacher appeared to adjust the pace of the quiz according to the students' comprehension levels, which is essential for accommodating different learning speeds, as highlighted by Kaur and (Eden et al., 2024).

In terms of time management, most students seemed to efficiently manage their time, although some struggled to complete the quiz on time. This aspect of student behaviour is consistent with the findings of Ponikwer & Patel (2021), who reported that game-based learning platforms could help students improve their time management skills. However, after the quiz ended, there was one noticeable shortcoming: the teacher did not immediately review the quiz answers with the students; instead, the students reviewed and corrected their answers with their classmates independently. Furthermore, the need for group interaction in gamification motivates students to take an active part in their own learning process (Mohamad et al., 2020). This finding suggests an area for improvement, as immediate review are critical for reinforcing learning and also allowed students to track their learning progress in comparison with their peers (Nadeem & Al Falig, 2020). Nevertheless, the teacher provided feedback to the students regarding their performance in answering the quiz. It could provide individualized support after the quiz (Nadeem & Al Falig, 2020). The teacher also encouraged students to reflect on their learning experiences with Quizizz. This practice aligns with the conclusions of Howell (2021), who emphasized the importance of reflective practices in enhancing student learning outcomes.

Overall, this study contributes to the growing body of evidence that supports the use of digital tools like Quizizz in educational settings. It highlights the importance of thorough preparation, real-time assistance, and structured feedback in enhancing the effectiveness of digital assessments.

Students' Perception Towards Quizizz as an Assessment Tool

In this section, the second research question aims to explore students' perceptions regarding the utilization of Quizizz as an assessment tool in EFL classrooms. Based from the interview, the researchers identify and analyze four thematic findings based on students' perspectives: (1) Interest in Quizizz, (2) Motivation in Quizizz, (3) Confidence in Quizizz, and (4) English Skills in Quizizz. It will be discussed further as follows:

Students' Interest in Quizizz

The data indicates that most participants find Quizizz engaging and appealing due to its gamified learning approach. One participant (S1) remarked: "*Quizizz makes learning fun and interactive, like playing games, so studying becomes more interesting and less boring.*"

Two participants (S2 and S6) appreciated Quizizz's integration of technology, noting that it enhanced their engagement with the material. As S2 provided in the following data: "*I think Quizizz is a good tool for assessment because it offers features that get students more involved with technology.*"

A participant (S4) recognized Quizizz's facilitate teachers' assessment by simplified the assessment process for teachers, as stated in the following statements: "*Quizizz is appealing because each question has time limits, and also simplifies the assessment process for teachers.*"

It can be inferred that the majority of students have positive responses related to their fascination with Quizizz. Game-based learning such Quizizz activities have a beneficial effect on student engagement in learning through the integration of game elements such as points, progressions, badges, competitions, certificates, memes, and leaderboards (Zainuddin et al., 2020). Kiili (2005) mentions that digital game-based learning satisfied the basic requirements of learning environments and can provide engaging learning experiences for students. Additionally, This digital platform can make the learning process conducive, engaging, and enjoyable (Al Mawaddah et al., 2021). As stated by Pangestu & Fahrudin (2024), the Quizizz application has features that make it easier for teachers and students to learn. In this interview, student valued features such as time limits on questions, which not only added excitement but also simplified teacher to assess students. Thus, students will be more interested in engaging in assessments using Quizizz, as they perceive it as an enjoyable and interactive learning experience.

Students' Motivation in Quizizz

Another discovery regarding students' perceptions of Quizizz as an assessment tool in an EFL class is they belief that it can boost their motivation. The presence of a real-time leaderboard emerged as a significant motivator for them (S1, S2, and S4). A participant (S2) noted, "*The real-time leaderboard that displays rankings encourages active participation.*"

Several participants (S3, S5, and S6) appreciated the opportunity to compete with their friends in a positive manner, as S7 mentioned in the following data: "*Seeing my friends' points and rankings motivates me more, especially when I'm at the top. This motivates me to compete in a healthy way and strive to improve in my learning.*"

The ability to receive instant feedback and correct mistakes during quizzes served as a source of motivation for participant. As one participant (S7) stated, "*Having the opportunity to correct wrong answers provides additional motivation during quizzes. Feeling satisfied when answering many questions correctly or quickly also gives significant motivation.*"

Based on the interview, observing their rankings through leaderboard motivates them to aim for better performance. Zhao (2019) states that students appreciate the features of this application, particularly the leaderboard, which displays their real-time performance rankings and motivate them to engage in studying. Fariziah Nur et al. (2021) also agreed

that Quizizz fosters a sense of friendly competition and motivates them to achieve high scores. Furthermore, seeing the scores of others inspired them to make an effort in doing assessment without generating negative emotions. Once they have finished playing the game, students can review the questions and revise on their own. According to Rueckert et al. (2020), this ultimately helps them retain the lesson content more effectively, demonstrating that Quizizz is effective in increasing students' motivation to learn English.

Students' Confidence-Level in Quizizz

All of the participants agreed that Quizizz as an assessment tool can encourage their confidence levels. Achieving top rankings on the leaderboard is one of aspects that can boost their confidence levels. Two participants (S6 and S7) mentioned, *"I feel proud and more confident when I am in the top 3 of the leaderboard."*

Specific features of Quizizz, such as streak points and power-ups, contributed to their confidence-building. A participant (S4) stated that the streak point helps build his confidence because he receives bonus points based on his correct answers three times in a row. Another participant (S3) added, *"One of the elements I like is the one that doubles my points (power up), this makes me more confident because it helps me catch up with the highest points."*

Several participants (S1, S2 and S5) valued the opportunity to review correct answers and revise mistakes, as S2 expressed in the following data: *"What boosts my confidence is the feature where I can see the correct answers and quickly correct my mistakes."*

The interview revealed that most of the students believed that the features in Quizizz have positive impact on their confidence levels. Recognition for their performance instilled a sense of pride and accomplishment. This occurs due to humans' nature desire to win, and when learners already feel confident, the competition aspect of Quizizz push them to do even better in their studies (Junior, 2020). Additionally, Soledad et al. (2018) state that using interactive elements in game-based learning plays a crucial role in fostering students' self-assurance. Most students can learn from errors and approach subsequent quizzes with greater confidence. This is because when they recall what they learned from Quizizz, it helps them remember the information better. By practicing with different types of quizzes on Quizizz, they can improve their test-taking strategies (Fariziah Nur et al., 2021).

Students' English Skills in Quizizz

All of the participants belief that the utilization of Quizizz was able to developing vocabulary mastery and improves their reading comprehension. Some of the participants (S1, S2, S4, and S7) noted development in their vocabulary mastery through Quizizz, as S2 stated in the following interview data: *"Quizizz has developed my English skills, especially in learning vocabulary."* While S3, S5 and S6 revealed that Quizizz help improve their speed and understanding in reading English texts.

The data shows that all of the students noted positive changes or improvements on vocabulary-building and reading comprehension, particularly after utilizing Quizizz as

assessment tool. Pavita & Nirmala (2021) suggest that Quizizz serves as an effective learning tool that enhances students' enjoyment in learning English, particularly vocabulary, as it facilitates easier memorization and acquisition of new vocabulary. Moreover, Quizizz can be utilized to improve reading skills, as the application offers numerous features that help boost students' interest in reading (Asmara et al., 2022).

Conclusion

From the findings and discussions, it can be concluded that utilizing Quizizz as an assessment tool for teaching and learning English yields positive outcomes. EFL students respond positively to Quizizz, finding it engaging and enjoyable due to its gamified approach. They express enthusiasm for Quizizz, describing it as interactive and facilitating assessments for teachers. The incorporation of game elements like points, leaderboards, and competitions enhances student engagement and interest in English learning. Students perceive Quizizz as a motivational tool, with features like real-time leaderboards and friendly competition encouraging active participation and performance improvement. Immediate feedback and error correction further boost motivation levels. Additionally, Quizizz contributes to students' confidence development through achievements and error learning opportunities. It positively impacts their English language skills, particularly in vocabulary acquisition and reading comprehension. The interactive format facilitates easier learning and engagement.

The implementation of Quizizz as an assessment tool in the classroom has been smooth and effective. While its implementation proves effective and engaging, there are some suggestions for students, teacher, and the school to optimize its use. For students, it is recommended to actively engage with Quizizz, taking advantage of its gamified features and opportunities for self-assessment and improvement. For teachers, incorporating Quizizz into lesson plans can be an effective way to promote student engagement and assess learning outcomes. As for schools, providing access to the internet connections and adequate technological resources is crucial for the successful implementation of Quizizz. Schools can also offer professional development opportunities for teachers to enhance their proficiency in using Quizizz effectively as an assessment tool, ultimately promoting student learning and achievement.

References

- Ahmed, A. A. A., Sayed, B. T., Wekke, I. S., Widodo, M., Rostikawati, D., Ali, M. H., Abdul Hussein, H. A., & Azizian, M. (2022). An Empirical Study on the Effects of Using Kahoot as a Game-Based Learning Tool on EFL Learners' Vocabulary Recall and Retention. *Education Research International*, 2022. <https://doi.org/10.1155/2022/9739147>
- Al Mawaddah, A. W., Hidayat, M. T., Amin, S. M., & Hartatik, S. (2021). Pengaruh Penggunaan Media Pembelajaran Quizizz terhadap Hasil Belajar Siswa pada Mata Pelajaran Matematika melalui Daring di Sekolah Dasar. *Jurnal Basicedu*, 5(5), 3109–3116. <https://doi.org/10.31004/basicedu.v5i5.1288>
- Amalia, D. F. (2020). Quizizz Website as an Online Assessment for English Teaching and Learning: Students' Perspectives. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 7(1), 1. <https://doi.org/10.33394/jo-elt.v7i1.2638>
- Asmara, C. H., Muhammad, R. N., & Almubarokah, Q. (2022). The effect of online learning using quizizz application to improve english reading skills of higher education students. *JELLT (Journal of English Language and Language Teaching)*, 6(1), 17–29.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Cabero-Almenara, J., Guillén-Gámez, F. D., Ruiz-Palmero, J., & Palacios-Rodríguez, A. (2022). Teachers' digital competence to assist students with functional diversity: Identification of factors through logistic regression methods. *British Journal of Educational Technology*, 53(1), 41–57.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson. <https://books.google.co.id/books?id=4PywcQAACAAJ>
- Degirmenci, R. (2021). The use of Quizizz in language learning and teaching from the teachers' and students' perspectives: A literature review. *Language Education and Technology*, 1(1), 1–11.
- Eden, C. A., Chisom, O. N., & Adeniyi, I. S. (2024). Harnessing technology integration in education: Strategies for enhancing learning outcomes and equity. *World Journal of Advanced Engineering Technology and Sciences*, 11(2), 1–8.
- Fariziah Nur, M., Iqva, N., & Siddiq, A. (2021). Junior High School Students' Engagement in Gamified Learning Experiences Through Quizizz. *Humairoh, MFN Teaching*, 4(1), 17–40.
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3, 275–285. <https://doi.org/https://doi.org/10.1016/j.susoc.2022.05.004>
- Howell, R. A. (2021). Engaging students in education for sustainable development: The
-

benefits of active learning, reflective practices and flipped classroom pedagogies. *Journal of Cleaner Production*, 325, 129318.

Iryna O. Biletska, Alla F. Paladieva, Halyna D. Avchinnikova, & Yulliia Yu. Kazak. (2021). The use of Modern Technologies by Foreign Language Teachers: Developing Digital Skills. *Linguistics and Culture Review*, 5(2), 16–27.

<https://doi.org/10.37028/lingcure.v5nS2.1327>

Junior, J. B. . (2020). ORIGINAL RESEARCH ARTICLE OPEN ACCESS ASSESSMENT FOR LEARNING WITH MOBILE APPS : EXPLORING THE POTENTIAL OF QUIZZ IN * João Batista Bottentuit Junior. *International Journal of Development Researchh*, 10(1), 33366–33371.

Kiili, K. (2005). Digital game-based learning: Towards an experiential gaming model. *The Internet and Higher Education*, 8(1), 13–24.

<https://doi.org/https://doi.org/10.1016/j.iheduc.2004.12.001>

Kirzner, R. S., Alter, T., & Hughes, C. A. (2021). Online Quiz as Exit Ticket: Using Technology to Reinforce Learning in Face to Face Classes. *Journal of Teaching in Social Work*, 41(2), 151–171. <https://doi.org/10.1080/08841233.2021.1898521>

Maloshonok, N. (2016). How the use of internet and multimedia technology in education correlates with student engagement. *Voprosy Obrazovaniya / Educational Studies Moscow*, 2016(4), 59–83. <https://doi.org/10.17323/1814-9545-2016-4-59-833>

Manzoni, B., Caporarello, L., Cirulli, F., & Magni, F. (2021). *The Preferred Learning Styles of Generation Z: Do They Differ from the Ones of Previous Generations? BT - Digital Transformation and Human Behavior* (C. Metallo, M. Ferrara, A. Lazazzara, & S. Za (eds.); pp. 55–67). Springer International Publishing.

Mardapi, D. (2017). Pengukuran Penilaian dan Evaluasi Pendidikan Edisi 2. *Yogyakarta: Parama Publishing*.

Mohamad, M., Arif, F. K. M., Alias, B. S., & Yunus, M. M. (2020). Online game-based formative assessment: Distant learners post graduate students' challenges towards Quizizz. *International Journal of Scientific and Technology Research*, 9(4), 994–1000.

Nadeem, N. H., & Al Falig, H. A. (2020). Kahoot! quizzes: A formative assessment tool to promote students' self-regulated learning skills. *Journal of Applied Linguistics and Language Research*, 7(4), 1–20.

Ota, M. K., Banda, Y. M., Sama, G., & Kara, Y. M. D. (2023). Student's perception towards using Quizizz as an online evaluation medium of English learning. *Journal of Research in Instructional*, 3(2), 147–156.

Pangestu, R. S., & Fahrudin, F. (2024). Quizzz Media As an Assessment for History Learning in the Digital Era. *Progres Pendidikan*, 5(1), 39–43. <https://doi.org/10.29303/prospek.v5i1.434>

Park, S., & Kim, S. (2021). Leaderboard Design Principles to Enhance Learning and Motivation in a Gamified Educational Environment: Development Study. *JMIR Serious Games*, 9(2), e14746. <https://doi.org/10.2196/14746>

- Pavita, M. D. A., & Nirmala, D. N. (2021). Merdeka Belajar in Pandemic: Using Quizizz Game Based Learning To Improve Students' Vocabulary Mastery. *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, 5(1), 221–227. <https://doi.org/10.30743/ll.v5i1.3842>
- Ponikwer, F., & Patel, B. A. (2021). Work-integrated learning: a game-based learning activity that enhances student employability. *Journal of Chemical Education*, 98(3), 888–895.
- Prestiadi, D., Zulkarnain, W., & Sumarsono, R. B. (2021). The use of gamification quizizz as a media for online learning assessment during the covid 19 pandemic. *7th International Conference on Education and Technology*, 601(Icet), 45–49.
- Ramzan, M., Javaid, Z. K., & Fatima, M. (2023). *Empowering ESL Students : Harnessing the Potential of Social Media to Enhance Academic Motivation in Higher Education*. [https://doi.org/10.31703/gdpmr.2023\(VI-II\).15](https://doi.org/10.31703/gdpmr.2023(VI-II).15)
- Rueckert, D., Pico, K., Kim, D., & Calero Sánchez, X. (2020). Gamifying the foreign language classroom for brain-friendly learning. *Foreign Language Annals*, 53(4), 686–703. <https://doi.org/https://doi.org/10.1111/flan.12490>
- Soledad, M., Zambrano, W., Loor Fernández, M. N., Wenceslao, G., Moreno, C., María, F., Robles, V., & Maldonado, R. C. (2018). Recursos didácticos audiovisuales y su impacto en el aprendizaje del idioma. *Didáctica y Educación*, 1(2224–2643), 37–54.
- Solikhah, N. A. (2023). *Students' Perception and Motivation In Learning English Towards The Use of Quizizz For Efl Students*. 9(2), 1245–1253.
- Wahyudi, W., Rufiana, I. S., & Nurhidayah, D. A. (2020). Quizizz: Alternatif Penilaian di Masa Pandemi Covid-19. *Jurnal Ilmiah Soulmath : Jurnal Edukasi Pendidikan Matematika*, 8(2), 95–108. <https://doi.org/10.25139/smj.v8i2.3062>
- Wang, T.-H. (2008). Web-based quiz-game-like formative assessment: Development and evaluation. *Computers & Education*, 51(3), 1247–1263. <https://doi.org/https://doi.org/10.1016/j.compedu.2007.11.011>
- Widodo, H. P. (2016). Engaging young learners of English in a genre-based digital storytelling project. *Final Report*.
- Zainuddin, Z., Shujahat, M., Haruna, H., & Chu, S. K. W. (2020). The role of gamified e-quizzes on student learning and engagement: An interactive gamification solution for a formative assessment system. *Computers & Education*, 145, 103729. <https://doi.org/https://doi.org/10.1016/j.compedu.2019.103729>
- Zhao, F. (2019). Using quizizz to integrate fun multiplayer activity in the accounting classroom. *International Journal of Higher Education*, 8(1), 37–43. <https://doi.org/10.5430/ijhe.v8n1p37>
- Zuhriyah, S., & Pratolo, B. W. (2020). Exploring students' views in the use of quizizz as an assessment tool in english as a foreign language (efl) class. *Universal Journal of Educational Research*, 8(11), 5312–5317. <https://doi.org/10.13189/ujer.2020.081132>
-