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The Use of Quizizz as an Online Teaching and Learning Assessment tool in an ESL Classroom: A Systematic Literature Review

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Abstract

Quizizz is known as one of the highly applied gamified assessment tools for online teaching and learning. It is believed to create effective yet interesting environment for assessment. This topic is significant to be reviewed as Quizizz has been utilized widely around the world since the COVID-19 breakout. Therefore, review of the papers related to Quizizz would benefit the educators and learners in the use of the application. In this systematic literature review, the effectiveness of Quizizz as an online assessment tool is to be reviewed. 15 articles are achieved from the databases of Google Scholar, ERIC, Academia, ScienceDirect and ResearchGate in conjunction with the criteria under Using the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA). The articles were published within the year of 2018-2021. Based on the analysis, the mixed-method recorded as the most used methodology to investigate the effectiveness of Quizizz in teachers' and learners' perceptions. The systematic literature review shows that Quizizz has interesting and useful features to motivate learners, enhance learners' learning experience, help to improve English learning skills and improve instructors' efficiency.

Keywords: Quizizz, Gamified Assessment Tool, Online Teaching and Learning, Systematic Literature Review, Prisma, Effectiveness, Perspective

Introduction

In the year of 2020, the COVID-19 pandemic sparked the implementation of online learning in every institution around the world. In order to follow the Movement Control Order, Malaysia's Ministry of Education made the decision to close all institutions in the country. It took a few months for the ministry to come out with the solution to have online classes for all educators. Online learning initiatives had been taken to ensure the continuity of learning for students during the pandemic, exclaimed Centers for (Disease Control and Prevention, 2020). Throughout the process of distance learning via online, the high engagement of both teachers and learners is challenging when it comes to online learning due to lack of teachers' control on learners' behaviours. It was a struggling process for both teachers and learners when they were first exposed to online learning. Fortunately, there is an acceleration in the types of online teaching and learning platforms being created which

enable teachers to diversify their teaching methods. Online learning platforms provide opportunities for educator to carry out asynchronous and synchronous practices (Coman et al., 2020). Therefore, it is considered as an effective and adaptable in enhancing interaction between teachers and students.

In the modern educational epoch, technology may be utilised not only for teaching and learning, but also for evaluation throughout the process (Junior, 2019). According to Bernardo (2018, p. 2), to assess is to track the student's growth, detect difficulties, and offer components for them to be able to address problems on their own. Online assessment becomes a new practice for educators to be applied for measuring pupils' language proficiency as they have to carry out online lessons in order to follow the lockdown order by the government anytime. It could be done in both formative and summative forms according to educators' requirements. There are various types of platforms that could be used, for example: Kahoot, Blooket, Google form, Mentimeter, etc. Educators could choose their preferred method as each of the websites has their own attractive features.

According to researchers, Quizizz is considered as one of the highly applied online learning tools due to its usefulness. It is usually conducted to check learners' understanding based on the topic that had been taught. Not only that, it could be used to test learners' prior knowledge and give an insight to the educators on the input to be given to the learners (Junior, 2020). As stated by Zhao (2019), Quizizz is an educational game-based app, which gives the opportunity to carry out multi-player activities simultaneously. Quizizz is known as a gamified educational digital game as it has gamified mechanics such as the use of superpower, leaderboard, and rewards. Researchers found that its interesting features (Nanda et al., 2018) make it a highly feasible, communicative and engaging online assessment tool.

There were many past studies have been done on the effectiveness of Quizizz as an assessment tool in the teaching and learning of ESL. However, there is no literature review has been conducted based on the related topic.

Researchers define Quizizz as a gamified educational platform which is being utilised as an online assessment tool. It is used for the purposes of formative, summative and diagnostic assessments. Therefore, to identify the effectiveness of Quizizz as assessment tool in ESL classroom, the effectiveness of Quizizz and students' perspective towards Quizizz would be analysed from the documents which have been collected.

Aim of Current Systematic Review

This systematic literature review (SLR) was performed to establish the apprehension of the effectiveness of Quizizz as an assessment tool to enhance learners' experience. Learners' perspective toward its effectiveness is reviewed in this SLR. Therefore, this SLR aims to answer the following questions:

Q1. How effective is the use of Quizizz as an assessment tool in enhancing ESL learners' online learning experiences?

Q2. How do pupils perceive the effectiveness of using Quizizz as an assessment tool in enhancing their online learning experience?

Literature Review

Online Assessment in an ESL Classroom

As 21st century moves on the track of technology development, traditional education has a great opportunity to be flipped to online teaching and learning process. According to McGregor et al (2015), smart devices like smartphones, laptops, tablets and other mobile devices are common tools to be used in the teaching and learning process by both educators and learners. Assessment is a core component for effective learning (Bransford et al., 2000). It could be a tool for instructors to gather additional data concerning students' learning progress systematically. Therefore, effective learning should involve assessment, regardless of the online or offline methods to be a part of the educational system as agreed by (Linn and Miller, 2005).

Due to the COVID-19 pandemic outbreak, it was hardly possible to carry out traditional assessment in the classroom as the online class became the main method to carry out the lesson. Google Meet, Zoom, Microsoft Teams and other platforms which provide functions of group video conferencing became fundamental tools to carry out online lessons. Effective online assessments had to be created to collect accurate data of learners' learning progress from time to time through online classes. Different methods like Google Form, Kahoot, Quizizz or even live observation for paper-based assessments are used to carry out assessments for different institutions. Instructors could explore different platforms and change the use of the online platforms to suit one's requirement in learners' assessment.

Generally, online assessment tools would have auto check features which could improve instructors' effectiveness in collecting data on pupils' performance in ESL learning. Instructors could set the preferred answers or correct answers based on the questions given. The system could detect the answers when the learners answer the questions online. For example, by using Google Form, instructors could receive feedback in the form of Microsoft Excel or even in the form of charts. The systematic data collected would speed up instructors' analysis of learners' achievement too. So, these platforms are considered helpful in setting the test questions and the process of carrying out the assessment online.

Gamification of Online Assessment in ESL

Gamification is non-game contexts in victimization game style (Rula et al., 2016). Gamification aim in rising users' engagement, instruction and motivation. Besides, Scoreboards, customized fast-feedback, points, badges and leaderboards components may promote learning engagements (Dicheva et al., 2015; Dabbagh et al., 2016). The gaming features would lower learners' anxiety in having the assessment. Even though they might get lower marks than others, they would not feel stressed as they would treat the assessment as a learning game. Accordingly, it creates a more enjoyable yet interactive learning environment as compared to traditional paper-based assessment.

Anders & Callan (2011) define gamification as "the use of game-related elements, such as game mechanics, for educational purposes to induce greater learning engagement". In ESL classrooms, a variety of platforms offer game-based assessment, for example: Kahoot, Blooket, Plickers, Gosoapbox, Wordwall, etc. Instructors could create language games which could assess students' proficiency according to targeted content standards and learning standards. For instance, websites like Kahoot and Quizizz are in the form of objective and subjective questions. Whereas, Blooket and Worldwall have the gaming features in which learners are in the game mode while answering questions. Both types of assessment give the

same outcomes of systematic data collection, fun and relaxing atmosphere and students positive perceptions towards the assessment.

Since the game review process is used for evaluation, there is a design that combines gaming elements, mechanics, and dynamics into a single component. These are the core of a successful gamified assessment. One of the design examples comes from Werbach and Hunter (2012). They explain how to design assessments based on three-step gamification. The first stage is the selection of the dynamics of the experiment. Next, followed by selection of the relevant mechanism of the experiment. It must be considered that the dynamics and mechanics of the assessment must be compatible with each other. Finally, the right components should be chosen for the mechanic of the gamified assessment.

In ESL classrooms, the aforementioned useful and interesting platforms are highly feasible and effective to be applied as assessment tools. Different tools could be used depending on the purposes of assessment. As the use of online assessment tools would increase ESL educators' efficiency in assessing learners, they would be motivated in exploring and learning to apply these tools in daily teaching and learning. Therefore, these platforms would be highly explored by educators on their effectiveness for different purposes of assessments, especially during the long duration of MCO when the online classroom is the only method to carry out the teaching and learning process.

Quizizz as an Assessment tool in an ESL Classroom

Information from Quizizz websites states that this platform was created by two Indian teachers, Ankit and Deepak in 2015. Today, there are millions of teachers and students all around the world using this platform as one of their teaching and learning activities. A research by Icin (2018) proved that Quizizz is effective in enhancing learners' vocabulary successfully and is becoming an effective way in teaching vocabulary for ESL learners. There are massive quizzes for the use of ESL that can be found for different learning topics, including grammar, vocabulary, reading, writing and listening activities. As mentioned by Mei et al (2018), Quizizz is a type of digital game that creates a multi-player activity which allows all participants to take part at a same time by using smart devices. Thus, a fun learning activity could be created for the students.

The following information describes how instructors held a live quiz with Quizizz in an ESL online classroom:

1. Instructors can make quizzes public or private based on their students' preferences. If the quiz is made available to the public, they will be shared among instructors.
2. Instructors may create their own questions or explore the Quizizz library for English-related topics.
3. In an online classroom, instructors can initiate a live quiz by providing a game code produced automatically by the Quizizz website with students.
4. Students will then enter the Quizizz game code and automatically become a part of the tournament via their smart devices. Once joined to the game, each student will see a unique avatar assigned to him or her.
5. Instructors can track students during the quiz by showing their names and avatars on the screen when they join the game.
6. While students are answering questions, the leaderboard displays their current position. The competitive environment established by Quizizz fuels the excitement in this section.

With the aforementioned description on the application of Quizizz in an ESL online classroom, it could be concluded that Quizizz could bring excitement while instructors could collect data efficiently in a short period of time. As Quizizz provides an auto marking feature, instructors do not need to mark learners' answers one by one. It could lessen instructors' burden in paper working. Moreover, instructors can share the questions they have set for ESL learning topics publicly, which allows other instructors to use their ready-made questions to assess learners at ease.

Methodology

In the process of searching for reliable data and information based on the title of this literature review, various platforms were accessed to retrieve useful documents which could give helpful contributions to the review. There were five international databases being used to retrieve journals and articles, including: Google Scholar, ERIC, Academia and Researchgate. The literature review was done systematically from April 2021 to June 2021. Preferred Items for Systematic Review and Meta Analysis (PRISMA) 2020 checklist was applied in conducting the systematic literature review. The objectives of this paper are to identify the effectiveness of Quizizz as an assessment tool and how pupils perceive it in enhancing their learning experience. Hence, articles related to the use of Quizizz in any forms of assessments for different levels of learners were reviewed to analyze their findings on Quizizz as an assessment tool. This review began with the first phase of identification followed by screening phase then eligibility phase. Lastly, the process ended with inclusion phase.

Phase 1: Identification Phase

In the process of conducting this literature review, 5 main sources are Google Scholar, ERIC, Academia, ScienceDirect and Researchgate were used to collect data. Google Scholar is considered as the largest academic database which was established in the year of 2004. An estimation of 389 million documents were indexed in Google Scholar to be accessed worldwide. Meanwhile, ERIC is an online library of education research and information which aims to provide a comprehensive and online user friendly and full-text database of education research. Furthermore, Academia has the most convenient way to share papers globally for free. PLOS ONE published a study which found that there was a 69% boost in citations over 5 years. Lastly, Researchgate which is the largest academic social network with active users, provides a commercial social website for researchers to share their studies and allow interactions among the users.

The keywords used in searching the related documents were "Quizizz", "Online assessment", "students' perception", "ESL Classroom" and "effectiveness". The search identified 108 studies from Google Scholar, 23 studies from ERIC, 15 studies from Academia, 11 studies from ScienceDirect and 40 studies from ResearchGate.

Phase 2: Screening Phase

A detailed screening was done on the documents collected from the websites to evaluate the content based on analysis criteria. In this process, articles which did not meet the expected contents and did not give free access for readers were excluded. In order to speed up the screening process for large number of searched results, quick scanning on title, abstract and findings was done on each article. Throughout the process, the number of articles searched was recorded to be used in the informative diagram of PRISMA.

Phase 3: Eligibility Phase

Eligibility is fundamental to audit the validity, applicability, and comprehensiveness of a review. In order to achieve up-to-date review results, articles from the year of 2017-2021,

which is within 5 years were chosen. Besides, the studies which had English learners as participants for the studies were included in the review too. Only studies in the English language were eligible for inclusion. Prior considerations were given to articles with free full-text access, complete journal articles and published studies.

Phase 4: Exclusion Phase

At the end of data collection, 15 eligible articles were selected for the process of analysis. The articles were examined to fulfill the inclusion criteria of aims, types of paper participants, methodologies and findings. Exclusion was given to the articles which were published before the year of 2017, incomplete content and non-English.

Figure 4.1 shows the simplified version of the PRISMA process of Phase 1 to Phase 4

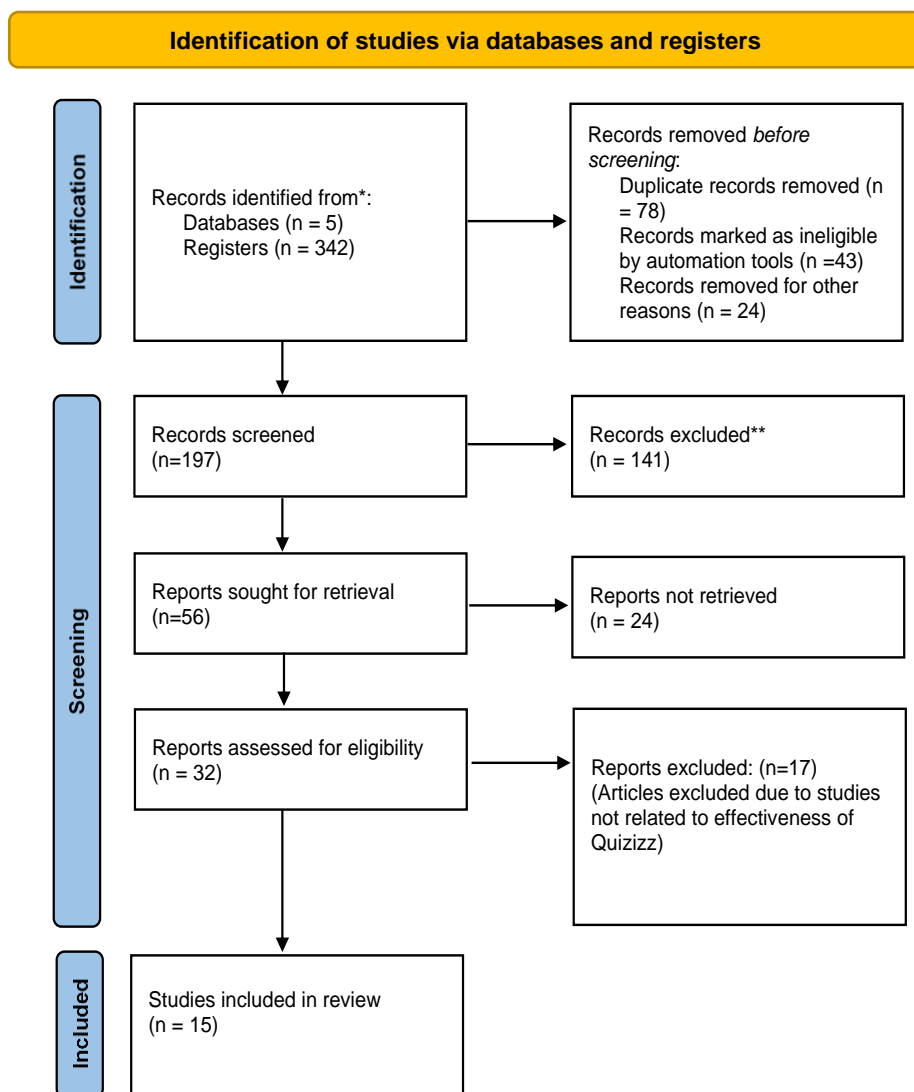


Figure 4.1 PRISMA process for articles selection

Result and Discussion

Upon the completion of the systematic review procedures above, a total of 15 articles related to previous studies on effectiveness of Quizizz as an assessment tool between 2018 and 2021 was selected. Among the articles chosen, 2 were published in 2018, 3 in 2019 and 2021, and 7 in 2020 with the highest number of publications selected. The articles are summarised and analysed according to the items of: sources, aims, types of assessment, methodology and findings.

Table 5.1 Summary of journal articles

Sources (year)	Aim(s)	Type of assessment(s)	Methodologies	Findings
BAL et al (2018)	To see how effective "Quizizz" is in vocabulary learning and teaching compared to traditional activities in the classrooms.	Formative	<ul style="list-style-type: none"> • 60 pre-intermediate A2-level learners • Control group (Paper-based exercise) vs Experimental group (Quizizz) • Comparison of achievements after 4 weeks 	<ul style="list-style-type: none"> • Better test performance by using Quizizz. • Mobile assisted language learning maybe effective in vocabulary learning (longer term)
Jalani et al (2020)	Explore the perceptions of rural students toward the usage of Quizizz in learning English.	Formative	<ul style="list-style-type: none"> • 30 Year 1 to 6 primary school pupils. • Quasi-experimental design. • Comparison on the performance from the result of pre-test and post-test. • Instrument(s): pre-test and Post-test 	<ul style="list-style-type: none"> • Stress free assessment • Better achievement • Increase students' engagement • Assist teacher to reduce the burden in marking
Pitoyo et al (2020)	Explore the washback effects of the Quizizz platform as an assessment tool.	Formative and Summative	<ul style="list-style-type: none"> • 18 3rd semester university students • Empirical • Purposive sampling • Instrument(s): questionnaire, 	<ul style="list-style-type: none"> • Positive washback: <ul style="list-style-type: none"> - Gaming features - Beneficial and encourage desired changes - Motivated to learn

			observation, in-depth interview	<ul style="list-style-type: none"> • Preferred game element: <ul style="list-style-type: none"> - Time restriction - Meme - Test report - Leaderboard
Rahayu et al (2019)	To provide a realistic method of self-assessment using Quizizz features to increase students' grammatical comprehension .	Self-assessment	<ul style="list-style-type: none"> • Case study • 14 eleventh-grade-students in bilingual senior high school • B1+ CEFR level • Instrument(s): observation, semi structured interview and tests. 	<ul style="list-style-type: none"> • Feedback from Quizizz allow pupils to identify their strengths and weaknesses. • Promotes interactivity between players • Distraction from timer • Technical errors
Handoko et al (2021)	To identify effectiveness of Quizizz as a tool for studying activities in project management information systems subject.	Summative	<ul style="list-style-type: none"> • Technology-based applied research • 29 sixth-semester students • Midterm exam with 20 questions was given • Instrument(s): questionnaire 	<ul style="list-style-type: none"> • Attractive and interactive display of Quizizz • Result can be quickly known • Easier evaluation in the future as the result of the student could be seen in the Quizizz report
Tandy Rerung et al (2020)	To determine which type of web-based test (Google Form and Quizizz) is more effective to be applied for language evaluation.	Formative	<ul style="list-style-type: none"> • Quantitative: descriptive statistics and t-test • 66 2nd semester university students • Instrument: Google Form test, Quizizz with 20 items, statical data provided by web tests in Microsoft Excel 	<ul style="list-style-type: none"> • Quizizz's exam is marginally more effective than Google Forms. • Quizizz is visually appealing. • Quizizz provides hints to assist students in answering questions. • Quizizz's time constraint may present a challenge for higher-performing students and a

				<p>hardship for lower-performing students.</p> <ul style="list-style-type: none"> • Students probably preferred non-timed text-based tests.
Nugraha et al (2021)	<ul style="list-style-type: none"> • To conduct an investigation into the online evaluation techniques used by Quizizz to determine students' attainment in the topic of politeness. • To ascertain the advantages and disadvantages of the technology used in the evaluation process. 	Formative	<ul style="list-style-type: none"> • Qualitative: phenomenological study • Perception of participants • 20 2nd graders of English Education Study Program • Instrument (s): online assessment via Quizizz, questionnaire, observation sheet 	<ul style="list-style-type: none"> • Students show positive attitude towards online assessment using Quizizz. • Interesting gaming features make students easier to complete the questions. • Easy to be accessed • Teachers are able to monitor to avoid cheating among students
Rajendran et al (2019)	To investigate secondary level pupils' motivation and perception in learning English using Quizvaganza game.	Formative	<ul style="list-style-type: none"> • Action research design (Kurt Lewin Model's Intervention Cycle) • 40 secondary school pupils as target group • Quizvaganza was conducted for three different skills. • Instrument(s): questionnaire, 	<ul style="list-style-type: none"> • Majority of the participants show positive attitude and have right perceptions about the learning style • High level of motivation and expecting more language-based games. • Beginner level pupils show lower motivation due to low self-esteem and

			semi-structured interview	anxiety in communication with peers.
Yunus et al (2021)	To explore the influence and effects of Quizizz in enhancing Malaysian ESL learners learning irregular English Verbs.	Formative	<ul style="list-style-type: none"> • Quasi-experimental • 30 primary school pupils • Instrument(s): pre-test and post-test • Sample t-test was used to explain the increment of pupils' performance on the post-test via Quizizz. 	<ul style="list-style-type: none"> • Quizizz enhanced pupils' learning of irregular past tense words. • Male learners prefer game-based learning tool than females.
Abdullah et al (2019)	To identify whether the Quizizz is useful in helping students in suburban school use idioms in their essays.	Self-assessment	<ul style="list-style-type: none"> • Fun and Mobile SAL • Pre-SAL and post-SAL • Comparison on the number of idioms used by pupils after completing the Quizizz. 	<ul style="list-style-type: none"> • Limited past researches on self-access learning. • Quizizz is an effective tool in helping pupils learn idioms • Teachers should use e-learning tool so that pupils can learn anytime and anywhere.
Dewi et al (2020)	To investigate the effect of MALL strategy through Quizizz application towards the students' grammar mastery in higher education level.	Formative	<ul style="list-style-type: none"> • Quasi-experimental • 246 students • Cluster random sampling • Instrument (s): pre-test and post-test 	<ul style="list-style-type: none"> • Students felt more excited in answering questions in Quizizz as compared to paper-based quiz. • MALL strategy through Quizizz gives significant effect towards students' grammar mastery.
Fadhilawati (2021)	To enhance students' grammar achievement in learning	Formative	<ul style="list-style-type: none"> • Classroom Action Research (Kemmis and Targgart) 	<ul style="list-style-type: none"> • Most of the students presented positive views toward the use of Quizizz for learning and

	pronouns by applying Quizizz.		<ul style="list-style-type: none"> • 24 students of 2nd semester in Intermediate English Grammar Class. • Instrument(s): Questionnaire 	<p>evaluating relative pronouns.</p> <ul style="list-style-type: none"> • Students became more active in answering teacher's questions • Quizizz assists in reviewing the learning materials. • Students liked the feature of leaderboard as they could know the rank of the score lively.
Fadhilawati (2018)	To provide a practical method of self-assessment by utilising Quizizz features to help students improve their grammatical comprehension .	Formative	<ul style="list-style-type: none"> • Case study • 14 eleventh-grade-students in senior high school • B1+ CEFR level • Instrument: observation, interview, tests, video recordings 	<ul style="list-style-type: none"> • Why Quizizz's gamification with real-time leaderboards increased student engagement by instilling a feeling of competition in authentic learning environments. • Instant feedback enabled pupils to assess their own strengths and shortcomings in relation to each grammar component. • Obstacles/Challenges: Distraction from the timing and the touch screen's sensitivity caused students to click the incorrect response. • Self-assessment is accomplished in the following manner: Obtaining feedback - revising - repeating the quiz - proceeding to the next quiz.

<p>Zuhriyah & Pratolo (2020)</p>	<p>To investigate students' perspectives on using Quizizz as an evaluation tool in an English lesson.</p>		<ul style="list-style-type: none"> • Case study • 6 university students • Instrument(s): semi-structured interview 	<ul style="list-style-type: none"> • Quizizz is an interesting tool • Encourage confidence • Increase motivation • Improve English skills
<p>Göksün and Gürsoy (2019)</p>	<ul style="list-style-type: none"> • To determine whether the gamification technology has an effect on academic achievement and student engagement . • To examine the comments on gamification activities used as a formative evaluation technique for academic achievement and student engagement in learning settings. 	<p>Formative</p>	<ul style="list-style-type: none"> • Mixed method • 97 pre-service teachers • Instrument(s): pre-test and post-test, focus group interviews, student engagement scale 	<ul style="list-style-type: none"> • Quizizz has less positive impact on academic and student engagement as compared to the other groups. • Quizizz reinforced learning

Discussion**Effectiveness of Quizizz as an Online Assessment Tool**

Table 5.2 List of Reviewed Studies of Effectiveness of Quizizz as An Online Assessment Tool

Methods	Sources	Motivation	Learning Experience	Proficiency	Useful features
Qualitative	Fadhilawati, (2018)	√			
	Abdullah et al (2019)		√	√	
	Zuhriyah et al (2020)	√	√	√	√
	Nugraha et al (2021)	√	√		√
Quantitative	BAL et al (2018)			√	
	Rerung et al (2020)		√	√	√
	Handoko et al (2021)				√
	Fadhilawati (2021)	√	√		√
Mixed Method	Göksün et al (2019)		√	√	
	Rahayu et al (2019)		√	√	√
	Mohd et al (2020)	√	√		√
	Rajendran et al (2019)	√			
	Pitoyo et al (2020)		√		√
	Callista et al (2021)			√	√
	Dewi et al (2020)	√			

Quizizz as a gamified platform is expected to be fun, engaging and helpful for both instructors and learners. Table 6.1 shows the criteria of the identification of the effectiveness of Quizizz in past studies findings in every reviewed article. The criteria included motivation, learning experience, proficiency and useful features of Quizizz. Criteria of motivation represents the motivation of pupils while using the platform and how willing they are to get themselves involved in the game. While, for the criteria of learning experience, the contents of the discussion of learners' engagement, interaction and moods in using Quizizz were reviewed. Next, for the part of proficiency, the findings related to how Quizizz improve learners' English skills were included in the systematic review. Last but not least, the criteria

of useful features include the interesting part about Quizizz as an assessment tool and how it can help instructors in carrying out an online assessment.

Among all of the criteria, both learning experiences and useful features recorded as the most discussed topic in the articles reviewed. 9 of the studies reported that Quizizz is an interesting tool to encourage confidence, reinforce learning, make learners excited in answering questions and is highly preferred by the learners to be used as an assessment tool (Fadhilawati et al., 2018). According to Fadhilawati (2021), learners are highly engaged with the sense of competition in authentic learning settings as Quizizz comes with real time leaderboards to show everyone's ranking and marks. The essence of Quizizz is to help create a fun and undeniably fun learning environment, which will affect learners' academic success in school. Consequently, they will be encouraged to study and outperform other learners. The dull online learning experience would be brought up to another level of excitement with creative online assessment platforms like Quizizz. Research by Fadhilawati (2021) discussed that the students presented positive views towards the Quizizz as an assessment tool for online learning. Besides, Zuhriyah et al (2020) agreed that Quizizz is effective in boosting students' confidence which could give a feeling of satisfaction throughout the assessment process.

Moreover, Quizizz is considered effective as it provides useful features in assessing students. Fadhilawati (2018) pointed out that the immediate feedback feature provided by Quizizz allowed students to know their own strengths and weaknesses. It could guide learners in how to improve their English skills. With this instant feedback, instructors do not have to consult the learners one by one while Quizizz is helping them to improve themselves. Consequently, the whole learning process becomes mainly learner-centered with the aid of Quizizz useful features. Besides that, hints could be given to the students, especially the students with lower proficiency to help them in answering the difficult questions. This function plays an important role in helping the students to keep their motivation high in a gamified assessment. In addition, by using Quizizz, teachers are able to monitor students and avoid cheating, discussion with peers and answer sharing among the students during the Quizizz assessment (Nugraha et al., 2021). Therefore, it could answer the first research question that Quizizz is considered effective, feasible and motivating for learners as an online assessment tool.

Learners' Perspectives on the Use of Quizizz as an Online Assessment Tool

There are selected studies which have done findings on learners' perspective on the use of Quizizz as an online assessment tool. These studies discussed how learners perceive the benefits of Quizizz in helping them to learn and the atmosphere created by Quizizz in doing the assessment. Most of the feedback was done on the benefits of gaming features in lowering their anxiety level of having an exam.

From the research done by Fadhilawati (2021) which emphasised on pupils' feedback, it was found that most of the pupils give positive feedback on Quizizz for ESL online lessons. They liked the leaderboard which allows them to check their ranking and scores after the assessment was completed. It arouses their sense of competence among their peers. Furthermore, Quizizz gives the opportunity for the learners to review the questions they have done so that they could determine their strengths and weaknesses for the particular topic of ESL. As evidence, Pitoyo et al (2020) explored the wash-back effect of Quizizz among learners and discovered that they preferred to use Quizizz as an assessment tool due to the fascinating features of meme, test report and leaderboard. Quizizz has gaming characteristics like avatar,

background music, themes, memes and ranking which make the process of assessment more relaxing and fun (Zhao, 2019). This could engage learners better in their learning process of ESL which means that they would have high preference towards the use of Quizizz in the assessment.

Apart from the interesting features of Quizizz which make learners perceive its effectiveness positively, Quizizz aids in the enhancement of learners' ESL learning too (Yunus et al., 2021) did research on how Quizizz could help in the learning of irregular past tense words for primary school pupils and the result showed that it did improve pupils' particular ESL skill. For instance, assessment questions based on different ESL content could be prepared using Quizizz as a formative assessment to help pupils identify their weaknesses. Thus, the pupils could learn from their mistakes and correct themselves as they could review the questions in Quizizz any time after the assessment. It could be seen that these features give learners a good impression toward Quizizz and they are willing to use Quizizz in future learning too.

Therefore, the research question of learners' perspective towards the use of Quizizz as an assessment tool is answered with aforesaid statements. Learners gave positive perception towards Quizizz and are willing to use it as a part of their online ESL learning.

Conclusion

In conclusion, Quizizz reaches expectations to be utilised in daily online lessons as an assessment tool for both summative and formative assessments. It could overcome the issues of boredom, cheating among learners, low motivation and dull assessment tools. The investigations featured in the present precise survey demonstrated Quizizz enhanced learners' online learning experience which contributes to their willingness in the continuation of the application of Quizizz as an assessment tool. It is convincing that Quizizz is extremely successful and works with the evaluation process in the instructing and learning process. It depicts the right replies to the understudy tests scientifically in order that they can be used as learning assessment resources for future progress. From the learners' side, they are enthusiastic about utilizing Quizizz as a method for having tests. The alluring and intelligent presentation of this application offers support to the learners in completing the tests given to them. Therefore, smart utilization of Quizizz should be practiced by educators in order to lessen their burden in the preparation of online examinations.

Limitations and Recommendations

From the research on the evaluation of Quizizz's effectiveness, there are a minority of research results arguing on the limitations of Quizizz. A study done by Orhan et al (2019) ascertained that Quizizz did not bring much positive effects for the learners as compared to other applications when the participants emphasised on the Internet and application related problems. The main concern for the cause of ineffectiveness of Quizizz is the internet speed of every learner. In the research done by Rahayu et al (2019), the same issue on internet was recorded too. Furthermore, technical issues in using Quizizz as assessment tools are inevitable as everyone has different speeds in accessing the internet. When there is a difference of internet speed among learners, it will affect their ranking and final result. This is because when there are two learners clicking the correct answer at the same time, the one with slower internet will get a lower mark as he or she needs to wait for the web page to load for a longer time. In the end, that particular learner would get a lower mark just because of the slower internet. It appears to be unfair for students who might receive the same grades yet are solely

impacted by the difference in internet connections. As a result, using Quizizz as an online evaluation tool becomes a disadvantage.

Moreover, some studies pointed out that the timer in Quizizz becomes a distraction to learners when they are answering questions. Participants from the research done by Fadhilawati (2018) mentioned that the timer would distract them as it will make them become nervous and rush themselves in choosing the correct answer. As evidence, in Quizizz, if the learners answer the question with less time left within the timer, their marks would get affected and lower than others who could answer it in a shorter time. So, that is the reason why learners get distracted by the stress of rushing their time in answering the assessment questions. Thereupon, their anxiety would cause them to miss the correct answer and accidentally tap the wrong answers.

However, teachers play a significant role in applying Quizizz as an assessment tool. As agents of change, teachers should merge Quizizz in the use of daily lessons in order to increase learners' motivation and keep the momentum of learning well. From the above arguments about the effectiveness of Quizizz as an assessment tool, it could not be denied that it brings more benefits than drawbacks to learners. It boosts learners' motivation, interest, competence and learning experience with all the interesting and useful features as a gamified assessment tool. So, it is believed that, with a proper and professional application of Quizizz both teachers and learners could upgrade their learning experience in ESL online classrooms.

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