

Exploring ESL Students' Attitudes toward Quizizz As An Online Assessment

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To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v13-i1/20732>

DOI:10.6007/IJARPED/v13-i1/20732

Published Online: 14 February 2024

Abstract

The omnipresent of digital tools has become a concern for educator to utilize it for their classroom process and Quizizz game application is created to assist teachers in evaluating students' learning progress. The present study examined ESL students' positive attitudes and challenges towards Quizizz game as online assessment. Using purposive sampling, the participants for this study encompassed 43 students from a national primary school in Selangor, Malaysia. The data collected using questionnaire, interview and reflective entries. This is a mixed method research utilizing both quantitative and qualitative research analysis techniques. The findings from this study revealed that ESL students showed positive attitude towards the Quizizz game as an online evaluation tool. On cognitive phase, students sensed it helped them to understand the learning. Meanwhile, for the behavioral phase they study hard to get high scores in this game. When it comes to affection points, the game makes students excite during the evaluation process. The participants also expressed that they still feel happy with the score and learning achievement gained from this game despite facing some challenges while playing it, for instance, time constraints, internet connectivity and creating competitive environment. The outcome of the present research will inform language instructor to optimize the use of digital tool regarded on students attitudes and suggested that further research using various online assessment tools will be worth carrying out.

Keywords: ESL Students, Students' Attitudes, Quizizz Game, Online Assessment, Technology Integration

Introduction

The rapid evolution of technology has benefitted education in several ways and given rise to what is now referred to as "Educational Technologies." Language and technology have been intimately entwined since its development (Guillén-Gámez et al., 2019; Lee et al., 2020). Technology is also improving marketing practice and education. One of the key factors that has an impact on cross-border communication is language. One of the crucial components for learning is the strategy teachers employ in their classrooms to speed up the process of language acquisition. Saud et al (2022) claim that language learners have access to an infinite number of materials thanks to technology. For establishing and maintaining excellent

teachers, it is essential to examine the components of good professional development and leadership. They get the resources, mentors, and practical training they need in teacher preparation programs before they start their careers. Teachers who participate in ongoing professional development stay current on new findings in methodology, cutting-edge classroom technology tools, and new curricula resources. Since professional development is continuous, immersive, and collaborative (Huang et al., 2022), educational institutions should encourage using technology and games efficiently because this is how students choose to learn.

English is regarded as a second language in Malaysia, and those who have little exposure to it may see it as a foreign language. The English language is taught as a required subject in primary, secondary, and higher education in Malaysia, placing a strong emphasis on its learning. Malaysians are still far from attaining the country's goals of having a nation that is skilled in the English language, even though the English language is extensively emphasized in the educational system. In addition to being a serious worry for the educational system, Malaysia's diminishing English language proficiency is also important for addressing the demands of globalization in education.

The Malaysian education ministry has made a significant effort to place great emphasis on digital learning to not only enhance the effectiveness of English language teaching and learning but also to integrate elements of the fourth industrial revolution into the classroom to raise the standard of English in Malaysia. As the fourth industrial revolution approaches, educators have a duty to help the next generation develop crucial skills including digital proficiency, problem-solving abilities, and creative and critical thinking, as well as to instill a feeling of ownership in their learning. The use of online interactive games for game-based learning is a contemporary, pertinent, and efficient way to teach essential knowledge and skills required to support humanity's present way of life, which is strongly impacted by the usage of information.

In this context, Malaysian education is now transitioning from traditional teaching and learning to a modern strategy that integrates ICT with a focus on 21st Century Learning to provide younger generations with the fundamental skills needed to live in this world of innovation. Sabiri (2020) asserts that because today's pedagogical practises are heavily impacted by an ever-evolving technology, instructors are "forced" to change them. Online gaming is increasingly popular among millennials because it allows for cross-cultural connections and offers mobility, freedom, and adaptability.

Inglés, (2023) popularized gamification in education with the development of many interactive learning tools, including Quizizz, Kahoot!, Quizlet, and Plickers. Online interactive games provide students the chance to be self-directed learners of knowledge and to equip themselves with practical skills for the modern human lifestyle, which is progressively centered around the ICT industry. It is highlighted how game-based learning may make students the centre of the learning process and can make learning simpler, more engaging, and more successful. This is consistent with the core principles of 21st-century learning, which emphasise student-centred learning and encourage the application of learning activities that are enjoyable and interesting.

Quizizz, a game-based learning platform that gives teachers with tools to create a quiz or exercise using computer devices, is one of the most recent popular game-based learning platforms. Its features help teachers to construct more engaging quizzes. In terms of usability, the technology is so basic that both teachers and students may use it. The tool's also provide enjoyable qualities of learning experience (Pham, 2022; Pitoyo et al., 2020; Saud et al., 2022).

As Quizziz game becomes more popular among language teachers and students, its implementation will enable more leisurely and relaxed learning experiences while also creating an engaging classroom environment.

To enhance student learning, gamified quizzes have received a lot of evaluations. Comparative results revealed that the gamification tool significantly enhanced student learning and performance (Ardi & Rianita, 2022; Demirbilek et al., 2022). These analyses centred on the potential for formative testing utilising gamified quizzes. Therefore, since Quizziz game remains recent application as online assessment and very limited study conducted to explore the essential aspects of this game especially in primary ESL students setting. It is crucial to carry out a precise search for similarity while using the gamified tool to ascertain if formative judgement is feasible. The result of the study is important to inform English teacher and the educational community of the advantages of online learning application in today's learning environment. This study aimed to investigate ESL students' attitudes on Quizziz game with the following research questions.

RQ1. To what extent do ESL student express positive attitude towards Quizziz game as online assessment?

RQ2. What are the challenges experienced by ESL students towards Quizziz game as online assessment?

Literature Review

Students' Attitude

One of the determinants of successful language acquisition is the pupils' attitude. Certainly, the teacher requires a positive attitude from the students in order for the learning to proceed smoothly. According to Chamber (1999), learning occurs more easily when the student has a good attitude towards language acquisition. There are numerous definitions of attitude given by experts. Meddin, (1975) attitude is determined by the individual's beliefs about the outcome or attributes of performing the behaviour." Thus, a person with strong views that executing the behaviour would result in positively valued results will have a good attitude. A person with strong views that the behaviour would result in poorly valued results will have a negative attitude." As a result, if students have a positive attitude when studying English, they will have a favourable response to their teachings.

Everyone has a unique perspective on an object. Many things contribute to this, including differences in talent, passion, and experiences, knowledge, emotions and the physical surroundings are all factors to consider. According to Ellis (1998: 142), there are numerous elements that influence students' attitudes, including: 1) Maturation; Maturity is something that a person in the growth phase has when his body is ready to implement new talents. 2) family education; parents are the role models for their children. The interaction between children and their parents shapes their attitudes. It is preferable for parents to pay attention to their children's academic accomplishments at school, such as asking the children whether there is a problem or not in the learning process, asking the children about their activities at school, controlling their children's learning process, and so on.

The children's attitude towards teaching and learning will be influenced by their parents' involvement in their learning process. 3) social environment; the social environment is a condition that deals with the relationships between people or groups that have an impact on people's lives. The social environment influences how someone develops their attitude. Someone has a behaviour because they were reinforced by society's norms and ideals. In

relation to the previous point, the student's social environment plays an important part in their English learning. 4) school; a school is an educational institution. Because it teaches moral understanding and concepts to pupils, school might help them improve their attitudes. The notion is something utilised to determine whether something is excellent or harmful. 5) teachers; In the teaching-learning process, the teacher is the communicator. The instructor should provide justice, a sense of humour, and consistency to all settings and students. He has to improve his communication skills. He or she must provide the best speech possible. This attempts to necessitate motivational, social, and effective teaching methods. 6) Mass media; mass media is a technique for conveying information and messages that include suggestions. The idea will have an impact on our decision. New information leads to new comprehension, which leads to a new attitude. According to specialists, there are several types of attitudes, stating that an attitude might be classified as: positive attitude (attention, effort, activity, Students' interest) and negative attitudes.

Learning is viewed as a positive development in an individual's personality in terms of emotional, psychomotor (behavioural), and cognitive domains. As a result, the attitude idea is divided into three parts: behavioural, cognitive, and affective. Wenden advocated a broader definition of "attitudes" in (Meddin, 1975; Pham, 2022). He defines attitudes as having three components: cognitive, emotive, and behavioural. A cognitive component consists of beliefs, ideas, or views about the subject of the attitude. The affective one refers to one's feelings and emotions towards an object, such as 'likes' or 'dislikes', 'with' or 'against'. Finally, the behavioural component refers to the object's comprising activities or behavioral objectives.

Based on Ostrom's theoretical framework of attitudes, also known as the ABC Model of Attitudes, three components of social and psychological attitudes, namely affection, behavioural, and cognitive (ABC) components, were used as the theoretical basis for the questionnaire. The affective component, in particular, is defined as learners' feelings, emotions, and psychological states in response to an activity, whereas the behavioural component is defined as learners' responses or reactions to an event. The cognitive component pertains to Bloom's higher thinking order and talents, which were later rewritten and hierarchically ordered as recall, comprehend, apply, analyse, evaluate, and create. In other words, the cognitive component is given as the information and abilities acquired by learners as a result of an activity or assignment. Several studies have found that the ABC approach has a considerable impact on learners' attitudes, particularly in language learning. Because the correlations between these attitudes' components were strong, it could be significant for both psychological and educational approaches.

The construct of attitude has (1) cognitive, (2) behavioural, and (3) affective components, according to the multicomponent model of attitude (Ballard & Winke, n.d.; Chris & October, 2022; Ferreira et al., 2012)

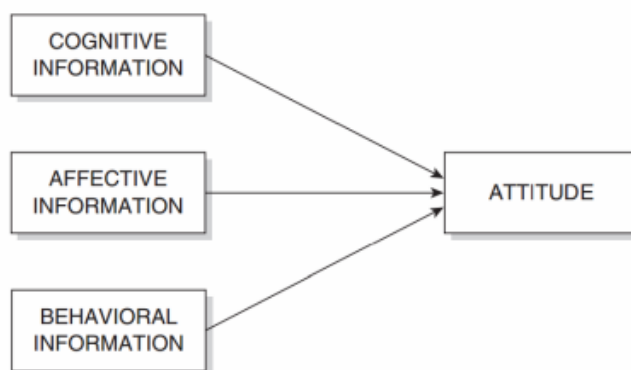


Fig 1. Conceptual framework of the study

The cognitive component refers to a person's knowledge of a given issue. A language learner's cognitive component in Quizizz application would be based on computer literacy. The overt performance of a person towards an object is a behavioural component of their attitude. In other words, the behavioural component refers to appreciation or dealings related to attitude. In language learning, for instance, the learners with a positive attitude towards the target language are keen on possessing constructive learning behaviours. In addition, an attitude object is referred to by the affective component. The emotional component is shaped by the feelings or emotions associated with an attitude object. That is, the fact that students thought Quizizz tools and devices made their learning less stressful and/or easier to use addresses the affective component of their attitudes.

Basuki and Hidayati (2019), the research design was qualitative phenomenology investigations with a sample of 250 students from STKIP PGRI Trenggalek's English Education Department. It collected data on the students' perceptions using a closed-ended questionnaire. The data from the questionnaires was analysed quantitatively using the Likert scale. The initial questionnaire's findings on the efficacy of Kahoot! and Quizizz received positive answers with a total score of 15.484. The second questionnaire, which focused on the students' choices and explanations, yielded a total score of 15.002 (Quizizz) and 12.248 (Kahoot!). In conclusion, Quizizz was more effective than Kahoot! in terms of fostering students' excitement for learning. Similarly, Saud et al (2022) investigate online assessment platforms including Bamboozle, and Quizizz, effectiveness to leverage EFL student's engagement in online classes. Pretest Post-test and questionnaire were used to collect the data and 42 students were participated. The finding suggested that an impact of gamification which is highly effective to leverage student's participation, motivation and English language proficiency.

Furthermore, a study conducted by Akour et al (2020), investigate game-based learning approach to improve students learning motivation. a total of 90 students were participated in this research and survey questions were distributed. The data revealed that through game-based learning, it gives student an entertainment and friendly educational environment, provide rich databased that contain diver course question and answers and enhance students learning ability. Inglés (2023) the study aims to investigate students' opinions of the use of game-based learning platforms (Kahoot, Quizizz, and Quizalize) in their EFL virtual courses, as well as the impact of these platforms on students' motivation to learn a language. A convergent parallel design was used to collect quantitative and qualitative data from the study's twenty-seven participants at the same time. The instruments used to obtain this

statistical and descriptive information were a four-point Likert scale questionnaire and a focus group. According to the findings, students regarded Kahoot, Quizizz, and Quizalize as useful, interesting, fun, and engaging tools. Finally, the fun component of these technologies' boosts student motivation and attainment. Conversely, Menyani et al (2022), investigate university students experience, perception, and challenge on online assessment. The finding indicated that participants regard online assessment as a minor element in performance improvement. This extraordinary encounter has had an unmistakable negative influence on students such as overload work, increase pressure, connectivity issues, and technical problems. They were both unsatisfied with their distant learning experience and concerned about their future educational experiences.

Quizizz Game as Online Assessment

Quizizz is one of the world's most engaging learning platforms, owned by an Indian educational software firm, and is used by over 65 million active users from more than 150 countries. Quizizz is available on any device and may be accessed by a shareable join code in either live or assigned homework mode. Users can share and export results for reviews, and feedback is quick and reviewed after each game (Pham, 2022). Users can construct eight different sorts of questions, including multiple-choice, poll, fill-in-the-blank, open-ended, draw, audio response, video answer, and slide questions. Users or instructors can start a live quiz with an instructor-led session or with an asynchronous learning mode (as seen in Figure 2). While participants are answering questions in the live quiz mode, there is a live dashboard to view what is going on in the game. Finally, teachers can view the outcomes of the participants to determine which responses are correct and which are incorrect.

Gamification is seen as a developing strategy for motivating learners' self-regulated learning and engagement. because students' involvement is not always high when studying online. Gamification's benefits have been undeniable since the invention of a number of game-based tools and applications, such as Kahoot! Socrative, Quizlet, and Quizizz. There are various comparisons of the effectiveness and efficiency of language learning assessment across different gamified applications. Each tool has unique qualities that aid in language learning and teaching. Kahoot! for example, increases learners' grammar whereas Quizlet improves learners' vocabulary.

To enrich and interest students in the learning process, effective game integration in the classroom must be well-planned. Huang and Soman (2013) offered a five-step strategy for effectively using gamification in education: (1) Recognising the intended audience and context, (2) defining learning objectives, (3) structuring the experience, (4) identifying resources, and (5) using gamification features. Gamification, when used correctly, allows educators to strike a balance between attaining learning objectives and responding to students' changing needs by making the learning process more engaging and motivating.

Quizizz has been used in language classrooms because researchers found it to be beneficial in many language learning and teaching environments, because it can assist enhance students' interest. Furthermore, a link was shown between students' positive attitudes and their learning outcomes. However, few researches have looked into learners' perspectives regarding using Quizizz for language acquisition. As a result, this study is timely in examining the impact of the Quizizz application on language acquisition from the perspectives of language learners.

Research Method

This study utilized a mixed method design which involved both qualitative and quantitative data. In a single research project, mixed methods research mixes and integrates qualitative and quantitative research approaches. In order to better comprehend a phenomenon and respond to the research questions, it requires gathering and analyzing both qualitative and quantitative data (Grønmo, 2019; Guan et al., 2023). For the quantitative data, the researcher used online questionnaire to collect the information about the respondents' attitude on using Quizizz. Conversely, semi-structured interview and reflective entries were utilized to gather the information qualitatively.

The participants for this study were 43 students from a national primary school in Selangor, Malaysia. They were all Year 3 students age 9. For the sampling method, the nonprobability sampling which is the purposive sampling has been used in this study. Purposive sampling is commonly use in mixed method research. In this purposive sampling, homogeneous sampling is used as all the participants are in the same age. For the first instrument which is the questionnaire, all 43 students involved in answering the questionnaire online through Google Form. The researcher selected 4 students from the 43 to involve in the second instrument; the interview and 10 students to write the reflective entries, which is referred to the third instrument.

Table 1

Frequency distribution of gender for the entire respondents

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	25	58.1	58.1	50.0
Female	18	41.9	41.9	100.0
Total	43	100.0	100.0	

Data Collection Procedures and Analysis

The participants for this study have experience using Quizizz during teaching and learning in English lesson. They were familiar with this online game to assess their learning after the lesson. To answer the first research question, a questionnaire was given to 43 Year 3 students from SK Kuala Kubu Bharu, Selangor. The questionnaire was distributed online using Google Form for the students to answer. They were given a week to respond to the questionnaire. The researcher frequently checked on the responses section in the Google Form to ensure a high response rate. All of them managed to respond to the questionnaire within the allocated time. While gathering the data from questionnaire, the researcher also conducted the interview session simultaneously with the respondents. First, the researcher prepared the interview protocol as a guidance to carry out the interview. 8 semi-structured questions were prepared and revised to suit the level of the respondents. The researcher decided to ask the questions in Malay as all the students' first language is Malay language.

The researcher then selected 4 students out of 43 respondents to involve in the interview. They agreed and willing to get interviewed. In carrying this focus group interview, the researcher first elucidated the respondents about the aim of this study and how the interview would be done. Then, the researcher audio-recorded the interview which lasted around 30 minutes. For the reflective entries, 10 students were provided a piece of paper after they have experienced the lesson using Quizizz to assess their learning. They wrote down their feelings after playing Quizizz in class. The students were given opportunity to write in their first or second language. They were also given the freedom whether to write it in a

paragraph or in point form. They expressed their feelings freely on that piece of paper. They were reminded that there are no right or wrong answers in writing the reflective entries. The respondents were given 15 minutes to write down their feelings. The researcher then collected all the reflective entries after they have done writing.

Finding and Discussion

The questionnaire was created with the goal of investigating ESL students attitudes toward Quizziz application as online learning assessment. The questionnaire was spread using Google Form via WA group chat. There are three sections to the questionnaire. Section A, which consists of two questions, focuses on students' personal information such as gender and age. Section B, on the other hand, consists of nine (9) questions designed to ask about students' positive attitude in using Quizziz game. This question purposed to answer first research questions, *to what extent do ESL student express positive attitude toward Quizziz game as online assessment?* Meanwhile Section C, contains 4 questions designed to elicit students' perspectives on challenge aspects of the usage of Quizziz game, this question purposed to address second research question, *what are the challenges experienced by ESL students towards Quizziz game as online assessment?* Furthermore, the questionnaires are designed in the form of five-point Liker-Scale Questions where Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA) is used

For this section, the quantitative approach will be thoroughly investigated, and the data obtained from the questionnaire will be reviewed in order to answer RQ1 and RQ2. The data received will be analyzed using SPSS software version 26 to compute the mean scores for the items in each section of the questionnaire, and further explanation on the mean score interpretation can be found in Table 2.

Table 2

Mean score interpretation (adapted from Hamzah et al., 2016)

Means score	Interpretation of mean score
3.668-5.000	High
2.334-3.667	Medium
1.000-2.333	Low

Finding for RQ1

This section (part B) has nine (9) questions aimed to elicit students' positive attitudes towards the Quizziz game. This topic sought to answer the first study question: *to what extent do ESL students have a positive attitude towards the Quizziz game as an online evaluation tool?* This finding gathered from all research instruments, questionnaire, interview and reflective entries. The first three questions focused on affective information, the next three on behavioral information, and the last three on cognitive information concerning attitudes. The distribution frequencies answered by the participants will display in the following tables and figures.

Table 3

Questionnaire analysis on affective information questions

Item	Frequency and Percentage (%)					Mean
	SD	D	N	A	SA	
Q1. I feel motivated when I use Quizizz game in class		1 (2.3)	1 (2.3)	20 (46.5)	21 (48.8)	4.42
Q2. I feel happy about my result in Quizizz game in class			3 (7)	25 (58.1)	15 (34.9)	4.28
Q3. I feel excited when I won the Quizizz game in class			1 (2.3)	11 (25.6)	31 (72.1)	4.7

I feel excited when I won the Quizizz game in class (Saya seronok apabila saya menang dalam permainan Quizizz)

43 responses

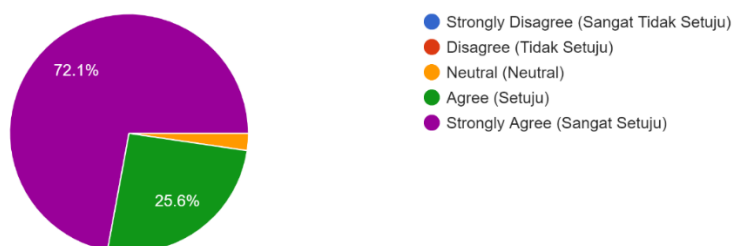


Fig 2. Example of pie chat result of question 3 regard to the affective information

Form the data display above, the question related to the ESL students' positive attitudes toward Quizizz game, as for item 1 asked participants motivation, about 21 (48.8%) of the participating students chose the strongly agree option, 20 (46.5%) chose to agree, 1 (2.3%) chose neutral, 1 (2.3%) chose to disagree. Meanwhile, item 2 when ESL students asked about their feeling about the score after playing Quizizz game, 25 (58.1%) students answered agree on questionnaire, 15 (34.9%) chose strongly agree and 3 (7%) felt unsure. For instance, Students 2 and students 3 asserted in the interview section.

"I have a lot of fun and really agree with this game because I can learn English"
(Student 2)

"I like English because there is always learning and playing during English lesson. I can learn while playing in Quizizz and other games." (Students 3)

Furthermore, on the excitement of Quizizz game in item 3, 31 (72.1%) of ESL students answered strongly agree, 11 (25.6%) students choose agree and 1 (2.3%) student chose neutral.

Table 4

Questionnaire analysis on behavioral information questions

Item	Frequency and Percentage (%)					Mean
	SD	D	N	A	SA	
Q4. I focus on the question in Quizizz game		1 (2.3)	7 (16.3)	18 (41.9)	18 (41.9)	4.26
Q5. I study harder to win Quizizz game			8 (18.6)	21 (48.8)	14 (32.6)	4.14
Q6. I work with my friend to find the correct answer in Quizizz game	2 (4.7)	4 (9.3)	9 (20.9)	18 (41.9)	10 (23.3)	3.67

I focus on the question in Quizizz game (Saya fokus apabila menjawab soalan dalam Quizizz)
43 responses

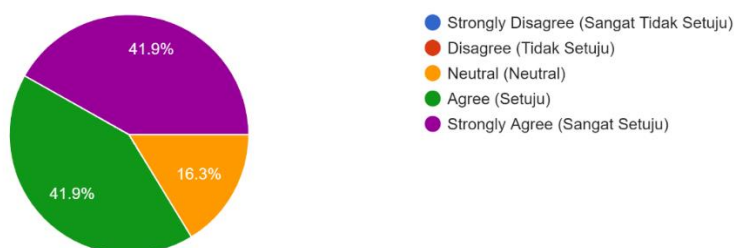


Fig 3. Example of pie chat result of question 4 regard to the behavioral information

According to the data displayed tables and figures, the question related behavioral information of ESL students towards the Quizizz game, as for item 4 asked participants focus during the game, approximately 18 (41.9%) of the participating students chose the agree option, 18 (41.9%) chose to strongly agree, 7 (16.3%) chose neutral, and 1 (2.3%) chose to disagree. In the meantime, when ESL students were asked about their effort to study for the Quizizz game as in question 5, 21 (48.8) chose agree on the questionnaire, 14 (32.6%) chose highly agree, and 8 (16.8%) felt unsure. Furthermore, in question 6 regarding to their behaviors to work together with their partner and groups, 18 (41.9%) of ESL students answered agree, 10 (23.3%) students choose strongly agree, 9 (20.9%) students chose neutral, 4 (9.3%) choose disagree, and 2 (4.7%) students prefer to strongly disagree. During the interview, some of students expressed that.

"The game is played in groups and the score is calculated. Whichever score is the highest is the winner." (Student 1)

"The game is to work together in a group to find the highest score to be the winner." (Students 2)

“This game is about cooperation and there needs to be someone pressing, then it has a ranking to select the winner.” (student 3)

“The way to play this game is to cooperate with friends. Whoever scores the highest will get a sticker.” (Students 4)

Table 5
Questionnaire analysis cognitive information questions

Item	Frequency and Percentage (%)					Mean
	SD	D	N	A	SA	
Q7. Quizizz game help me understand my lesson	1 (2.3)	4 (9.3)	22 (51.2)	17 (39.5)		4.3
Q8. Quizizz game help me remember my lesson	1 (2.3)	5 (11.6)	21 (48.8)	16 (37.2)		4.21
Q9. Quizizz game help me to get more knowledge and improve skills			3 (7)	25 (58.1)	15 (34.9)	4.28

Quizizz game help me understand my lesson (Permainan Quizizz membantu saya memahami pelajaran)
43 responses

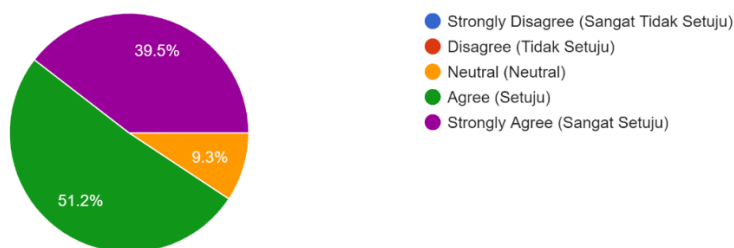


Fig 4. Example of pie chat result of question 7 regard to the cognitive information

Based on the data displayed in the tables and figures, the question related to the cognitive information of ESL students towards the Quizizz game, as for item 7 asked participants experience of Quizizz game assistance for students understanding in learning, approximately 22 (51.2%) of the participating students chose the agree option, 17 (39.5%) chose to strongly agree, 4 (9.3%) chose neutral, and 1 (2.3%) chose to disagree. One of the students narrated.

“What I can learn from this Quizizz game is the words hasn't got, haven't got, have got and has got.” (Student 2)

Moreover, when ESL students were questioned about assistance of Quizizz game to remember lesson, like in question 8, 21 (48.8%) picked agree, 16 (37.2%) chose strongly agree, 5 (11.6%) felt neutral or uncertainty and 1 (2.3%) chose disagree. In addition, in response to

question 9 about Quizziz game to improve knowledge and skills, 25 (58.1%) of ESL students chose agree, 15 (34.9%) students chose highly agree, and 3 (7%) students chose neutral.

Accordingly, the finding for the first research question gathered from all the research instruments, questionnaire, interview and reflective entries that asked about ESL students' positive attitude towards Quizziz game based on students cognitive, behavioral and affective information. It can be interpreted that most of the students participated in this study have high positive attitude toward Quizziz game as online assessment.

Finding for RQ2

In this section (part C) contains four (4) questions designed to elicit to challenge towards the Quizziz game experienced by the ESL students. This article attempted to provide an answer to the second research question. The distribution frequencies selected by the participants are shown in the tables and figures below.

Table 6

Questionnaire analysis on challenge toward Quizziz game questions.

Item	Frequency and Percentage (%)					Mean
	SD	D	N	A	SA	
Q10. I do not have enough time to answer the question in Quizziz game	5 (11.6)	9 (20.9)	9 (20.9)	16 (37.2)	4 (9.3)	3.19
Q11. Sometimes I cannot connect to the internet in Quizziz game	6 (14)	10 (23.3)	7 (16.3)	15 (34.9)	5 (11.6)	3.09
Q12. Sometimes I do not understand question in Quizziz game	3 (7)	9 (20.9)	13 (30.2)	15 (34.9)	3 (7)	3.14
Q13. I feel unhappy when I got low score in Quizziz game	4 (9.3)	4 (9.3)	8 (18.6)	14 (32.6)	13 (30.2)	3.36

I do not have enough time to answer the question in Quizziz game (Masa tidak mencukupi untuk saya menjawab soalan dalam Quizziz)

43 responses

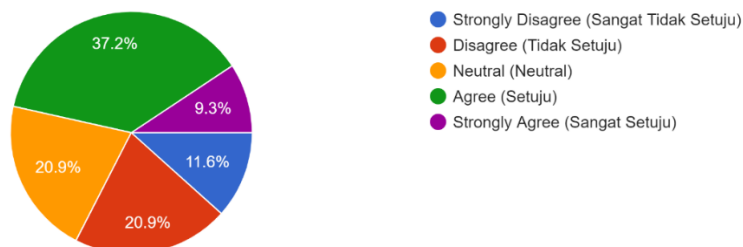


Fig 5. Example of pie chat result of question 10 regard to challenge on Quizziz

According to the data in the tables and figures related to the challenge of Quizziz game, 4 proposed question related to challenges felt by ESL students towards the Quizziz game as online assessment, question or item 10 asked about time constrains during the game, 16 (37.2%) of the participating students chose the agree option, 9 (20.9%) chose neutral, 9 (20.9%) chose to disagree, 5 (11.6%) picked strongly disagree, and 4 (9.3%) chose the strongly agree option. As one of the students said.

“The challenge I face is the short time to answer Quizziz. I felt difficult because my friend gave the wrong answer. But it's okay, I can be patient.” (student 4)

For question 11, ESL students were asked about internet connectivity problems during the use of Quizziz games for lessons, 15 (34.9%) chose agree, 10 (23.3%) felt disagree, 7 (16.3%) chose neutral, 6 (14%) chose strongly disagree, and 5 (11.6%) students chose strongly agree. Also, in response to question 12 about content used in Quizziz questions delivered to the students, 15 (34.9%) of ESL students picked agree, 13 (30.2%) felt unsure, and 9 (20.9%) chose disagree, 3 (7%) picked strongly disagree, and 3 (7%) answered strongly agree. In addition, for the last question related to student opinion when they got low score or result from Quizziz game, 14 (32%) of the students answered agree, 13 (30.2%) chose strongly agree, 8 (18.6%) picked neutral, and both disagree and strongly disagree options, only 4 (9.3%) students for each option. This data from questionnaire analysis confirmed with data obtained from the interview section. The students stressed that.

“The challenge I face is having to guess which is right or which is wrong and whether I get the highest score or not, I still feel happy” (student 2)

“The challenge I face while playing Quizziz is I find it difficult but when I get a score, I don't care if I get a low, high or average score. I still feel proud” (student 3)

Therefore, based on data the displayed for second research question finding, it can be concluded that ESL students still experienced some challenges that may contribute to their learning attitudes while using Quizziz game as online assessment although it is not really significant because some students still felt enthusiast after implementing Quizziz game for their language learning evaluation process.

Discussion

In the era where technology is highly implemented in educational institution, the use of smartphones in our daily lives is increasing drastically. Having a mobile app that allows students to test themselves or launching a mobile learning app has become a vital educational need. Nowadays, smartphones are the most popular m-learning platform. There are numerous mobile learning apps in the internet including application for learning evaluation. Quizziz game application is a recent application that widely utilized to assess student learning progress. The use of online assessment in the academic context should not be viewed as an incremental activity; it should be based on an academic rationale and demonstrate how it supports and is supported by the curriculum, departmental, and institutional e-learning strategies in order to enrich the students' learning experience.

The first research question is addressed to examine ESL primary school students' positive attitudes toward the utilization of Quizziz game as online assessment. It is important

to determine attitudes of students because the teacher requires a positive attitude from the students in order for the learning to proceed smoothly. According to Chamber (1999), learning occurs more easily when the student has a good attitude towards language acquisition. The data revealed that ESL primary students who participated in this study show a highly positive attitude towards the Quizizz game as an online evaluation tool. In the cognitive phase, the students felt motivated and excited when they played Quizizz game. This is parallel to Basuki and Hidayati (2019), they compare the efficacy of Quizizz game as online evaluation with other application, the result showed that Quizizz game is more favorable rather than other platform, because it can foster students excitement in language learning process.

For behavioral phase, four items related to behavioral information of ESL students towards the Quizizz game, including learning focus, study effort, and teamwork, the result implied that most of the students agree that Quizizz game allow them to be more focus on learning. Besides, it encourages students to study hard in attempt to get high score from the game. Also, Quizizz game enables students to work with their partner to answer questions within the game. This align with research result stated by Saud et al (2022) that investigated online assessment platforms including Bamboozle, and Quizizz, effectiveness to leverage EFL student's engagement in online classes. The finding suggested that an impact of gamification which is highly effective to leverage student's participation, motivation and English language proficiency.

Lastly, as for affective information phase which explore about students' understanding, learning assistance, knowledge and skills during the implementation of Quizizz game in their learning. The data finding indicated that ESL students experienced that Quizizz game help them to easily understand learning material, remember lesson and improving students' knowledge and skills. This result in line with Akour et al., (2020), investigated that game-based learning approach to improve students learning motivation. A total of 90 students were participated in this research and survey questions were distributed. The data revealed that through game-based learning, it gives students an entertainment and friendly educational environment, provide rich databased that contain diver course question and answers and enhance students learning aptitude.

The second research question is designed to determine the challenges experienced ESL students towards Quizizz game as online assessment. Four proposed questions were delivered to the students that comprises of learning problems including time constrains, internet connectivity, question delivery, and low score issues. From the data regarding to second research question, it demonstrated that ESL students felt Quizizz game also has problems during its implementation in language learning process, for instance, student felt difficult to manage time when answering the question because teacher limits the time for each question. Moreover, when it comes to internet connectivity, most of the students sensed that their computer or smartphone internet connection influence the students' result or score from the game. In several time, students also unable to understand the question given by the instructor. In addition, students felt unhappy when they get lower score and it may create competitiveness among the students. This was similar to Menyani et al (2022) stated online assessment comprised of some drawbacks for instance, internet connectivity, workload issues, increased stress and technical problems. Therefore, ESL students who participated in this study expressed that they still feel happy with score or learning achievement that they gained form Quizizz game despite they experienced these challenges regards to the use of Quizizz game in learning.

Conclusion

This study aimed to explore the ESL students' attitudes towards Quizizz as an online assessment. Based on the findings of this study, the students have shown positive attitudes towards Quizizz game. ESL students felt enjoy playing this game as it can motivate them to remember the lesson better and leverage students' aptitude. This is in line with the previous study by Inglés (2023) which stated that students regarded to Quizizz game which useful, interesting, fun, and engaging tools. On the other hand, with regards to the second research question, students also experience some challenges when playing Quizizz in class, but, the challenges do not hinder the students' motivation to play while learning English. The results of this study indicate that using Quizizz as an online assessment tool in ESL classes is an effective approach. Quizizz can be used by teachers to increase student motivation, engagement, and learning outcomes. Quizizz's interactive and interesting features can be used by teachers to design a dynamic learning environment that meets the varied demands of ESL students. To diversify the assessment methods and go beyond conventional paper-based examinations, educators should consider implementing online assessment tools. Quizizz can help teachers improve the validity, interest, and efficiency of assessments in ESL environments. The study is beneficial for English teachers to track the success of their learning when utilizing game-based learning application when it comes to learning assessment.

Acknowledgements

We would like to express virtuous gratitude to the participants in this research who cooperated during data collection for this study. An honorable thank you to the supervisor for the guidance during the research process.

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