

USING QUIZZZ APPLICATION TO ENHANCE STUDENTS' MOTIVATION AND ENGAGEMENT IN ONLINE LEARNING IN RESPONSE TO COVID PANDEMIC

SỬ DỤNG ỨNG DỤNG QUIZZI ĐỂ TĂNG HỨNG THÚ HỌC TẬP VÀ SỰ THAM GIA CỦA SINH VIÊN TRONG QUÁ TRÌNH HỌC ONLINE TRONG GIAI ĐOẠN ỨNG PHÓ VỚI ĐẠI DỊCH COVID

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ABSTRACT

In current pandemic era, all aspects of learning must be conducted online, including assessment. Quizizz is regarded as one of digital assessment tools or electronic classroom response systems that can be used effectively for formative assessment. The study aims at examining the online formative assessment processes used by Quizizz to practice mock English tests, as well as ascertaining students' perceptions of their learning experience with the Quizizz application. The data were collected from 97 English majored students at a Hanoi University of Industry (4 classes) during a period of home-based learning due to the COVID-19 pandemic in the 1st semester, academic year 2021-2022. A study with mixed methods was used to achieve these goals. The data were collected using survey questionnaires and semi-structured interviews. The study uncovers two significant findings. First, it was confirmed that using Quizizz for formative assessment successfully increased students' performance during the teaching-learning process. Second, questionnaire and interview responses showed that students positively viewed Quizizz as an effective and engaging online formative assessment tool for checking their knowledge of the subjects. Almost all students praised Quizizz's feedback feature for promoting self-correction and self-regulated learning. This study demonstrates that Quizizz is beneficial not only for academic purposes but also for motivational purposes, as it fosters an engaging, competitive learning environment. As result, the findings of this study will suggest teachers and educators in implementing this effective method of formative assessment in EFL classrooms. Additionally, the findings may be applicable to the development of an online educational tool to facilitate students' distance learning during COVID-19 lockdowns.

Keywords: Online learning, Quizizz application, assessment tools, formative assessment.

TÓM TẮT

Trong tình hình đại dịch COVID19, các cơ sở đào tạo đều phải tìm giải pháp ứng phó với tình hình nhằm duy trì công tác dạy và học của đơn vị. Hình thức học trực tuyến đã và đang được nhiều đơn vị đào tạo áp dụng, trong đó bao gồm cả việc chuyển hình thức khảo thí sang trực tuyến. Hiện tại có khá nhiều các công cụ kiểm tra đánh giá trực tuyến có tính tương tác cao, tạo được sự hứng thú của người học. Ứng dụng Quizizz là một trong những công cụ kiểm tra trực tuyến khá phổ thông, dễ sử dụng, có kết quả ngay sau khi người học làm bài. Nghiên cứu này hướng tới hai mục đích chính là (1) khai thác công cụ kiểm tra đánh giá trực tuyến Quizizz để thực hiện các bài kiểm tra kiến thức; (2) khảo sát phản hồi từ người học về việc sử dụng ứng dụng Quizizz trong việc dạy và học. Dữ liệu được thu thập từ ý kiến của 97 sinh viên chuyên ngành tiếng Anh (4 lớp) tại Khoa Ngôn ngữ Anh, Trường Đại học Công nghiệp Hà Nội sau học kì 1 năm học 2021-2022 (thời gian này các em học trực tuyến hoàn toàn). Tác giả sử dụng các công cụ nghiên cứu chính là bảng hỏi khảo sát và phỏng vấn bán cấu trúc. Kết quả nghiên cứu cho thấy (1) ứng dụng Quizizz giúp tăng hiệu quả học tập cho người học; (2) người học có phản hồi tích cực về sự hữu ích của ứng dụng Quizizz trong việc đánh giá mức độ hiểu bài của người học. Hơn thế nữa, người học đặc biệt đánh giá cao tính tương tác của ứng dụng này, đặc biệt phù hợp cho hình thức học trực tuyến. Với những kết quả thu được từ nghiên cứu này, tác giả mong muốn đưa ra những gợi ý mới cho giáo viên nói chung và giáo viên tiếng Anh nói riêng với việc sử dụng những ứng dụng kiểm tra đánh giá trực tuyến trong quá trình giảng dạy của mình, đặc biệt trong giảng dạy trực tuyến.

Từ khóa: Học trực tuyến, ứng dụng Quizizz, công cụ đánh giá, đánh giá quá trình.

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1. INTRODUCTION

The coronavirus disease (COVID-19) pandemic and related lockdown and physical distancing measures caused

not only unprecedented disruption in the provision of education and training but also catalysed innovation in distance learning. In prevention and reaction to COVID-19,

nearly all secondary schools and universities in Vietnam were shuttered. Hanoi University of Industry is not an exception which launched distance learning via a learning management system (LMS) at dhcnhn.vn. Distance learning has been shown to be effective in the early stages, not only in managing kids during social isolation, but also in assuring continued learning notwithstanding school closure. During the recent era of home-based learning (HBL) in response to the COVID-19 pandemic, teachers turned to online platforms to assist them give more engaging lessons for their students, rather than simply providing them paper-based tasks. Quizizz was a particularly well-known platform during the HBL era [12]. Teachers frequently distribute links to the platform's quizzes to their students due to its ease of use. At one point, Quizizz appeared to be used by every teacher. It is even more appealing to many because it is free, quick, and allows for tracking and maintaining records of the learners' grades [2]. This raises the question of how effective these online platforms are at improving students' academic achievement, which the researchers in this study will investigate.

2. AN OVERVIEW OF THEORETICAL FRAMEWORK

2.1. Assessment

2.1.1. Definition of assessment

Assessment is a critical component of the teaching and learning process since it is used to determine students' achievement. According to Hill [10], assessment is the process of obtaining data in order to make sound judgments. This suggests that evaluation is a process of gathering data about people's performance in order to aid in decision-making.

2.1.2. Types of assessment

Hanna and Dettmer [6] asserted that assessment may be classified into three distinct categories. Assessment is classified into three types: diagnostic, formative, and summative. To begin, diagnostics can be used to ascertain students' present levels of knowledge, skill sets, and capacities, as well as to dispel misconceptions prior to instruction. Second, formative assessment gives feedback and information throughout the educational process, as learning occurs. Formative assessment is an essential component of students' and teachers' reflection on their learning and teaching processes [7]. As a result, instructors frequently employ a variety of ways to accomplish a lesson's purpose [16]. Technology that is capable of enhancing the learning process and assisting with assessment tasks, both within the teaching and learning section and beyond the classroom. Teachers can utilize formative assessment to check students' comprehension levels, get useful information about their learning, and then alter their teaching style in response to that knowledge. When teachers are aware of what their students know (or do not know), they can tailor their instruction to meet them exactly where they are. The most effective formative assessment tools also assist students in self-reflection and

assessment, assisting them in determining their current position and future direction as learners. The final, summative assessment occurs at the conclusion of the learning process and gives information and feedback on the teaching and learning process as a whole.

The researcher focuses on formative assessment in this study because the purpose of formative assessment is to evaluate student learning and give continuing feedback that students and teachers may utilize to enhance their teaching. In today's world, teachers must be original and creative in their assessment of students, particularly when using technology. As is well known, many apps and websites currently have an online evaluation option. As a result, the researcher wishes to incorporate Quizizz as an online formative assessment tool in order to ensure that the students practice on a frequent basis. The researcher hoped that by utilizing Quizizz, students would be motivated to engage in self-regulated learning and steadily increase their results on formative tests and, more importantly, on the final summative test.

2.2. Computer-based Testing in classroom assessment

There is a distinct difference between large-scale assessments and classroom assessments. In contrast to large-scale assessments, the purpose of classroom assessments is to ascertain what has been learned and to adjust the learning environment and instruction in response to the information gathered during the classroom assessment [15]. Additionally, this is referred to as formative assessment. Changes in instruction and learning conditions are made during formative assessment based on frequent classroom assessments, which have been shown to have a significant positive effect on student achievement [3]. Given the potential number of assessment opportunities encountered by a classroom teacher in a single day, multiplied by the number of students in the classroom, it's easy to see how administering, collecting, scoring, providing feedback, and then adjusting instruction using paper-based tests would be a daunting task [4]. In comparison to the trajectory of technological development for large-scale assessments, many classroom assessments are still in the early stages of focusing exclusively on CBTs for efficiency's sake. With the incorporation of CBTs into classroom assessment, opportunities for streamlined data collection, immediate scoring, and immediate feedback to both the student and teacher have become readily available [4]. Moodle or Blackboard are examples of learning management systems (LMS) that assist teachers in utilizing technology to share information and resources, including the administration of CBT polls, quizzes, and tests. These assessments are promptly scored within the LMS, and both the teacher and the student receive immediate feedback [8]. Additionally, to enhance classroom CBTs, student response systems (SRS) might be deployed. From simple classroom "clickers" to fully interactive systems utilizing tablets and smartphones, SRS enables immediate data collection, scoring, and feedback

that is not possible with PBTs [18]. Additionally, teachers can create their own CBTs. Google Forms enables educators to create tests, quizzes, and questionnaires, and the web-based application automatically scores, provides feedback, and even analyzes trends, providing educators with the timely data they need to make instructional decisions [18]. With all of these options for incorporating CBT into the classroom, the teacher retains control over the assessment's content. Rapid administration, scoring, and feedback are all meaningless unless the assessment is valid and reliable in determining student performance.

2.3. Quizizz's features as an online assessment tool

One of the results of technical advancements is the existence of educational software that have been commonly used at almost all levels of education. A number of application tools that can be used as learning media to support the effectiveness of learning are Socrative, Kahoot and Quizizz. Moreover, today, advances in digital tools make students familiar with technology [17]. In addition, the use of technology can help teachers to carry out their tasks more efficiently and effectively. It's common for today's students to use and access the Internet wherever they are. One of the most commonly used online learning applications is Quizizz. It can be used for elementary students to college students. Through this application, students can take part in interactive classroom activities using their mobile devices to enhance their learning experience. It's a positive thing, because learning doesn't always use books and paper as media. Students and teachers are therefore no longer burdened with learning media.

Quizizz offers multi-player activities to create more interactive and fun classroom exercises, such as answering questions. According to Zhao [19], Quizizz is a game-like educational application. It has a number of features, such as memes, themes, avatars, and entertaining music, making it different from other educational applications. Basuki and Hidayati [1] argue that Quizizz is a fun game to conduct quick assessments in the classroom. In short, it can be inferred that Quizizz is a web-based tool for creating interactive quiz games used as a classroom assessment tool.

The interactive quiz is performed by selecting the correct answer. Four choices are shown in four different colors, consisting of red, blue, yellow and green. The assessors may also add an image to the background of the questions. Colors, avatars, and music in the quiz provide students with a gaming-like learning experience. At the end of each question, students will find the results displayed in a meme form on their devices. "After students answer each question, Quizizz will show pictures of memes to tell them whether the answer is correct or wrong, and this is a treat for students" [14]. In addition, Mei, Ju, and Adam [13] argue that Quizizz provides data and statistics on student performance. The assessors can analyze the number of students answering the questions and even download the results of the statistics in the Excel form. "The

instructors can monitor the process and download the report when the quiz is finished to evaluate students' performance" [19]. Students can work on the Quizizz at the same time, and they can see the results of the ratings directly through the leaderboard. The use of this application as an assessment tool will therefore help students to stimulate their interest and improve their engagement.

Quizizz has a number of features different from other applications. According to Konstantinidis, Theodosiadou and Pappos [11], the features include: first, the Quizizz application can be divided into two game models, namely live or as homework, depending on the objectives of the assessment. If the Quizizz game is ideal for an in-class review session, it is done live in which it ends automatically when all students have finished it. They need to complete the game at once, and it can't be resumed because it has a live result on the dashboard while it's running. Likewise, Quizizz is used as a homework in which it is done if the task is ideal for homework assignment. Teachers can set a time limit of up to two weeks, and students can resume a half-time assignment later. The live and homework games data will appear in the "My Reports" tab.

Second, after completion, the Quizizz features will show the correct answer to each question. Third, at the end of the task, a review will show all the questions. In addition, the teacher can stop the timer and choose to show the leaderboard. Quizizz is interesting because the assessors can add music and pictures. These items will appear after the students have chosen the answer. After the task has been completed, the report can be accessed and analyzed to see the overall results in an Excel format.

Chaiyo and Nokham [5] point out that the advantage of using Quizizz is that the student is unable to cheat on the basis of the random questions it provides. Therefore, they're going to focus more on the quiz. Lestari [9] found that students are more focused and mindful of the test when using Quizizz. In addition, the students know the correct answer to each question they have completed. The rank of all students can be found at the end of the session. Whereas the disadvantage of Quizizz is that students can experience a drop in the level due to the length of time that affects the results obtained. The faster the quiz is done, the higher the results. The use of Quizizz depends on the internet connection. Therefore, if the connection is weak, it will be a problem for students to join the Quizizz session.

Quizizz is designed with modern technology, a fun multiplayer game platform for classroom activities. It shows the students' answers on the screen. Research on online quizzes as a teaching and assessment tool strictly concludes that the combination of quizzes with educational activities or teaching strategies is favorable. It helps students learn about quiz appreciation, learning effort, learning motivation, involvement in activities, and academic achievement.

3. RESEARCH METHODS

To achieve the purpose and perform the above research tasks, the author employed the mixed methods approach. In this study, to prove that the implementation of Quizizz can enhance students' motivation and engagement, the researcher used a survey questionnaire on the purpose of finding out whether in students' performance was improved after a 15-week semester of online learning. In addition, to investigate into the students' opinions toward Quizizz as an online assessment tool, the researcher uses semi-structured interviews that were aimed to have students share their evaluation and suggestions for using Quizizz as a gamified platform for assessment.

4. FINDINGS AND DISCUSSION

4.1. Finding from the questionnaire

There were 2 sections in the survey: the first section required students to provide some background information, including name, gender and class, the second section was the Likert scale questionnaires which contained 10 statements describing students' perspectives on the use of Quizizz application. The Likert scale is an instrument that assesses attitudes toward a topic by presenting a set of statements about the topic and asking respondents to indicate whether they strongly agree, agree, undecided, disagree, or strongly disagree. Therefore, the Likert scale in the questionnaires provided five categories of responses, strongly agree (SA), agree (A), neutral (N), disagree (D), strongly disagree (SD). The weight of each statement for favorable items were 5 for SA, 4 for A, 3 for U, 2 for D, and 1 for SD.

The questionnaire was disseminated to all the students (97 respondents) when they they had completed all the quiz assessments after every lesson. However, only 87 of them returned the questionnaire to the researchers. The data collected from these respondents were analyzed descriptively (mean and standard deviation) using SPSS version 22. The data from the questionnaires were scored as follows: for the positive statements, Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly disagree = 1. The level of students' opinions was determined by using the criteria as 0 - 0.99 = Highly negative, 1.00 - 1.99 = Negative, 2.00 - 2.99 = Average, 3.00 - 3.99 = Positive, 4.00 - 4.99 = Highly positive. The results are revealed in the table 1.

Table 1. Descriptive statistics of the questionnaire data

Items	Statements	N	Mean	Std. Deviation	Level
1	Using Quizizz promotes my self-regulated learning/self-study outside the classroom.	87	4.33	0.923	Highly positive 8
2	The ranking function (leaderboard) in Quizizz games motivates me to do the all tests.	87	4.51	0.834	Highly positive 5

3	I think instant feedback which shows correct answers and explanation helps me recognize what I should improve.	87	4.85	0.390	Highly positive 1
4	After receiving instant feedback, I can redo the tests on Quizizz. This helps me gradually improve my understanding of the subjects.	87	4.62	0.719	Highly positive 3
5	Doing exercises on Quizizz application reduces my test anxiety.	87	4.34	0.998	Highly positive 7
6	Doing exercises on Quizizz application makes me concentrate more on finishing them.	87	4.41	0.971	Highly positive 6
7	Doing exercises on Quizizz application prevents me from cheating.	87	4.06	1.155	Highly positive 10
8	I like the idea of using lessons/quizzes on Quizizz application so that I can have extra revision on English.	87	4.66	0.712	Highly positive 2
9	I think Quizizz helps me to be better at MCQs test taking skills and improve my scores on tests.	87	4.54	0.679	Highly positive 4
10	Doing tests on Quizizz application is better than doing paper-based ones.	87	4.11	1.050	Highly positive 9
Average		87	4.44	0.84	Highly positive

The above-mentioned table reveals that in general, the students' opinions about practicing knowledge of the subjects through Quizizz application were highly positive (M = 4.44). This means that students favored the online assessment tool and enjoyed class activities. The statements of the highest agreement were: "I think instant feedback which shows correct answers and explanation helps me recognize what I should improve." (M = 4.85) followed by the statement "I like the idea of using Quizizz lessons/quizzes so that I can have extra revision on English." (M = 4.66). The statement "The ranking function (leaderboard) in Quizizz games motivates me to do the all tests." followed with 4.51. In addition, students thought that Quizizz effectively helped them improve their tests results gradually afterwards. As shown in table 9, the statement "After receiving instant feedback, I can redo the tests on Quizizz. This helps me gradually improve my understanding of the subjects" and the statement "I think

Quizizz helps me to be better at MCQs test taking skills and improve my scores on tests." (M = 4.54) were rated the third and the fourth places, respectively.

Although there were five statements received the lowest scores compared to other statements, the mean scores were still in a highly positive level. These statements were: "Doing exercises on Quizizz makes me concentrate more on finishing them" (M = 4.41), "Doing exercises on Quizizz reduces my test anxiety." (M = 4.34), "Using Quizizz promotes my self-regulated learning/self-study outside the classroom." (M = 4.33), "Doing tests on Quizizz is better than doing paper-based tests." (M = 4.11), and "Doing exercises on Quizizz application prevents me from cheating." (M=4.06). These statements clearly show that students thought Quizizz was an effective online assessment tool to do mock summative tests and they preferred it to the traditional testing method on papers.

4.2. Findings from the interviews

This section discusses the findings from semi-structured interviews with 10 English majored students regarding their attitudes toward the usage of Quizizz as an assessment tool for practicing the knowledge of the subjects taught during the 1st semester, academic year 2021-2022. The students had the following opinions toward the employment of Quizizz as an assessment tool: (1) They regarded Quizizz as an interesting and effective online assessment tool, (2) It increased student's motivation, (3) It promoted self-regulated learning, (4) It improved student's knowledge retention and (5) It enhanced student's performance on summative tests. The researcher examined the results for each category within the following subsections.

4.3. An interesting and effective tool for online assessment

Seven of ten participants indicated that using Quizizz as an assessment tool was both interesting and effective. For them, as long as they used Quizizz, they felt interested due to the many features it provided having benefits for them.

"I really like doing exercises on Quizizz it is different from the traditional methods, so it makes me feel more interested. Quizizz's interface is like a game with the time limit for each question. This increases my concentration more." (Student 1)

"For me, the first practice on Quizizz creates excitement for students because this is a new and creative way of learning with the game-like interface." (Student 3)

"The time limit for each question makes me more concentrated and I think this also helps limit cheating." (Student 4)

"In my opinion, what I like when I practiced on Quizizz is that the interface of the application is very easy to use with the ability to respond to questions right after I answer, so it is easier to recall knowledge and memorize it better." (Student 5)

Based on the data above, the use of Quizizz as an assessment tool received a positive response from the students as they assumed that it was interesting and effective. This finding corroborated a prior study conducted

by Basuki [1] in which the majority of students believed that Quizizz is engaging, fascinating, inspiring, and enjoyable. Basuki [1] further claims that because the questions and answers are randomized for each student, students remained focused on completing their tasks.

4.4. Increasing student's motivation

100% of participants agreed that Quizizz improved their motivation. The following statements are taken from the interviews.

"Firstly, Quizizz is like a game for playing live with the whole class, so it creates competition among students and an atmosphere of excitement in the class. I also find that doing tests on Quizizz like this does not evoke a feeling of boredom and stress, instead I feel like I am playing a game and we actually learn through it." (Student 2)

"Besides, competing with classmates on live quizzes also helps me be more interested, excited, and focused." (Student 6)

"Combined with sound effects and game-like operation, Quizizz stimulates student's excitement. In general, the interface of Quizizz makes me very happy. Competing with friends also stimulates my competitiveness, making me more interested than studying alone." (Student 7)

"Competing on the leaderboard with my classmates also motivates me to work harder. I don't like to be inferior to classmates who are at lower levels than me. And the feeling that I surpassed many friends in my class's leaderboard also made me feel proud when I won or outperformed others. This also makes me more excited when practicing in class." (Student 10)

"Quizizz's interface which is like a game along with the time limit for each question increases my concentration. Normally, when doing paper-based tests, I easily feel very sleepy and distracted." (Student 1)

"The first is Quizizz's interface is very eye-catching with many colors and animation. Doing normal tests printed in black ink on white paper is boring, so doing tests on Quizizz makes it more fascinating. The second is that doing the question on papered exercises we don't receive the feedback immediately, but doing the online tests on Quizizz, the app calculates the score for you and there is instant feedback after each question." (Student 4)

"I feel quite comfortable when I do exercises on Quizizz instead of doing them on paper. When I do paper-based tests, I felt quite stressed as if I were taking a real test, but when I did live quizzes on Quizizz, I became more excited and fascinated because the app's interface was easy to use, friendly and lively." (Student 9)

In general, students tend to focus only on the questions written on the paper when they do the assessment. It is considered as a traditional method, which seems monotonous for students. Wichadee and Pattanapichet assert that the use of media, such as smartphones, will be more beneficial than traditional learning as students' involvement and motivation in learning will increase. Therefore, it is a must for the assessors to understand the

new learning trends or styles, especially in making questions more interesting and not monotonous.

4.5. Promoting self-regulated learning

All participants agreed that the use of Quizizz was able to develop their sense of autonomy and promote their practices of self-regulated learning, as stated in the following statements.

"Whoever has free time and want to recall any knowledge, just do quizzes again to self-review. I often redo the tests with unsatisfying results over and over again to remember and understand why I still got these question types wrong. If I still hadn't read the feedback carefully enough the last time, when I did the test again, I would read more carefully." (Student 2)

"As for Quizizz, I was more interested in doing exercises, did the tests more regularly, even redid some tests if the results were not as high as expected. Every time I finished reading the feedback, I always wrote down new words or noted what part of the knowledge I needed to revise." (Student 4)

"I also redid the old tests via the practices link you gave us after the live quizzes and I myself made comparison between the results of the later attempt and those of the previous attempts to do the tests to see what I improved, especially in the questions I often got wrong previously or reading comprehension questions of the tests and take a closer look in the feedback shown in each question to fill my knowledge gaps." (Student 7)

"After each question, there are correct answers and detailed explanations shown in the instant feedback. And I also noted down new words and missing knowledge I had forgotten or got confused in my notebook for self-revision. For the questions that I feel I did not answer as well as I had expected, I spent more time redoing, them to check whether I remembered this missing knowledge and gave the correct answers in the next attempts." (Student 8)

The interview revealed that the feedback in the Quizizz application eased the students to revise the answers to the questions that have been completed. In other words, it gives students a second chance to correct their mistakes. This tool encourages students to scrutinize suspicious or inaccurate responses. Wang also suggested the students to repeat the quiz after gaining timely feedback as reference when they answer wrongly so that they will be more focused and gradually master the lesson. The importance of repeating the quiz was also highlighted by Hall and Burke that students necessarily more focus on causes of success and failure than praise performance as a final product or completed task.

4.6. Improving student's knowledge retention

Most interviewees think that Quizizz's instant feedback helped them improve their knowledge retention.

"The instant feedback behind each question was very helpful for me to identify the relevant knowledge in each question and I could read the detailed explanation to understand why the correct answer was that option." (Student 1)

"Through practice exercises focusing on one type of knowledge and question type, it will help students consolidate the core knowledge, draw tips on how to do the test, and practice again and again until they become familiar with those types of questions in the general exam." (Student 2)

"In addition, based on the instant feedback to every question, I could recognize the relevant knowledge to the question and what kind of questions I did not answer well, I also revise that knowledge or practice more of that type of questions in the reference materials you provided." (Student 7)

"After each question that we answer, there is an explanation right after, so we can always understand the source of the knowledge of the question we have done, which helps us remember more easily and helps us see that which part of knowledge we're still missing and we will have a sense of improving and reviewing that part of knowledge." (Student 9)

"Because when I practiced the learned knowledge on Quizizz, I always had the immediate feedback which explains the correct answers clearly. That made me memorize the information longer and recognize the knowledge that I was still missing, so I could revise further and improve myself." (Student 10)

It can be inferred that given online formative feedback enhances the ownership of their learning. This aligns to Irons and Gikandi et that students activate themselves to take the responsibility of their own learning - learning how to learn. The practice of how students identified their strengths and weakness has relation with conscious self-evaluation enabling them find ways of changing, adapting and developing.

4.7. Enhancing student's performance on their study

Seven out of ten students interviewed agreed that Quizizz's online quizzes enhanced and predicted written exam scores.

"In addition, the immediate feedback right after each answer helps us memorize and deepen our knowledge. Therefore, I feel that I chose correct answers more accurately, improved through every test on Quizizz, and the progress tests and final test results are more satisfactory than I expected." (Student 1)

"Practicing so many times also helps me retain knowledge and improve my test taking skills and speed. I see a gradual improvement through the every quiz and my scores on the official tests are even higher than I expected." (Student 5)

From the statements above, Quizizz did enhance students' performance and were valid predictors of exam performance. This was in line with a previous study conducted by Dobson (2008) which concluded the online quizzes were effective formative assessments because they were similar in nature and they evaluated the same knowledge and summative exams.

4.8. Discussion

The researcher took advantage of two research instruments, namely questionnaire and interview, in order to investigate English majored students' perspectives on

the use of Quizizz application in practicing the learned knowledge. The analysis of student's responses on the questionnaire and data codes transcribed from semi-structured interviews revealed positive attitudes of the informant students towards the usage of Quizizz as an assessment tool for practicing the knowledge of the subject. They regarded Quizizz as an interesting and effective online assessment tool which increased student's motivation, promoted self-regulated learning, improved student's knowledge retention; and enhanced student's performance on exams. These findings were also in line with previous studies mentioned clearly in data analysis.

Especially, the study highlighted the role of instant feedback, a typical feature of Quizizz application that students highly appreciated during Quizizz's implementation. Instant feedback motivated them to revise and understand the errors of the selected answers. Thanks to this feature, Quizizz helped students promote self-regulated learning and improve their knowledge retention.

This study proved that using Quizizz was an effective online assessment tool to enhance students' performance. Moreover, Quizizz made testing process easier, and more enjoyable. This study points out that Quizizz are valuable for not only academic purposes, but also motivational purposes by creating interesting, engaging and competitive learning environment. Hence, the result of this study will be helpful for teachers or educators to apply this effective method for formative assessment in EFL classroom. Furthermore, the findings can be useful for developing an online educational tool in order to ease students' distance learning during the COVID-19 lockdowns.

5. CONCLUSION

In conclusion, the study has sorted out 2 main findings. Firstly, this study has presented the practice of formative assessment by making use of Quizizz and its features to enhance students' performance. Formative assessment was conducted in the hierarchical process: taking the online quizzes - receiving feedback - reviewing - replaying the quiz. Secondly, students viewed Quizizz as an effective and interesting online formative assessment tool to practice the knowledge of the subjects they have learned as they did not feel bored and could control their focus while doing the assessment. Especially, almost students highly appreciated the feedback feature in Quizizz which motivated them to revise and understand the errors of the selected answers. In that way, Quizizz helped students promote self-regulated learning and improve their knowledge retention. At last, this study implies that an English teacher may consider Quizizz as an alternative to assess the students in a fun way and at the same time motivate them to study even harder.

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