The Students' Perspective of Quizizz as English Language Assessment Media

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Abstract: Quizizz is an educational game application that has gained popularity as a learning tool in recent years. The aim of this study is to find out students' perspectives on using Quizizz as an English language assessment media. Subjects in this study were two 6th grade elementary school students with the initials FA and MA. This research approach used descriptive Qualitative Research with observation and interviews. This study found that students had positives perspective towards Quizizz as English language assessment. Next, found out that students enjoyed using Quizizz, finding it fun and interesting. They also felt that Quizizz made it easier for them to take tests and increased their interest in learning English. The study also found that Quizizz helped to increase students' knowledge of English. The study concludes Quizizz is an effective and enjoyable platform for language assessment, providing an engaging and interactive learning experience.

INTRODUCTION

The Education at the primary level is the beginning of the formation of the student's personality processes, skills and abilities, is aimed at providing the student with the conditions for living in society and continuing his education at a higher level. (Turner, 2002). Education aims to enhance intellect and abilities through continuous learning, and technology advancements offer numerous benefits in various fields, especially in education. In the 21st century, students are highly interested in technology, and English teachers must adapt to these advancements to stay sophisticated in the modern world. Fouts (cited in Amalia, 2000: 2020) also states that the use of technology in various fields around the world is a normal phenomenon at this time. The rapid development of information and communication technology (ICT) has significantly impacted various industries worldwide, leading to the development of various technologies like smartphones, tablets, and personal computers. These technologies are essential for learning activities, as students can access information online and teaching can take place online. Teachers can use various tools and digital platforms to teach and study English, such as Kahoot, Edu-Puzzle, Quizlet, and Quizizz, to enhance learning outcomes.

Assessment is an essential component of learning. Supporting the online evaluation procedure necessitates a comparable quick application based on information technology. Using information technology in online learning promotes student involvement and enjoyment, which improves learning effectiveness (Mac Namara and Murphy, 2017).

Online assessments can also give precise and relevant feedback on students' work (Gaytan and McEwen, 2007). Assessment is a crucial process that involves gathering, analyzing, and interpreting information about a student's learning processes and outcomes. It is planned, step-by-step, and continuous to track student progress. Assessment is crucial in determining progress, relevance, and student participation in learning. This research discusses a platform for teaching and assessing student learning ability using summative and formative methods. Assessment motivates active participation, fosters confidence, and ensures effective lesson implementation and classroom success. Educational institutions are integrating information and communication technologies into classroom learning processes, including evaluation. Teachers can use Kahoot, Quipper, and Quizizz applications to measure student learning and assess English proficiency. Quizizz is a popular digital language learning application that offers multiple choice questions, essay, and polls, and allows students to compete with their classmates. It is a free, easy-to-use formative assessment tool that helps teachers assess students' language and curriculum proficiency. Quizizz, a web-based game, enhances student participation and achievement in classrooms by boosting confidence, motivating, and improving reading comprehension. Its attractive appearance reduces exam pressure and promotes positive feelings during teaching and learning activities.

Previous studies included Alvina Indana Zulfa and Devinta Puspita Ratri (2022). The title is 'EFL students' perception of quizzes as assessment tools during online learning'. Research has revealed that there are barriers to a full implementation of Quizizz. Most students were positive about using Quizizz as an assessment tool. The second contribution was by Fuad Arifudin Abi Maryo and Endang Pijiastuti (2022) on gamification in Efl lesson using Quizizz as assessment tool. It has special properties and benefits that help reduce students' exam and writing anxiety. Therefore, gamification, especially the use of quizzes, can be used as an assessment tool during classroom activities. Meanwhile, Rudi Irwansyah and Muna Izzati (2021) talk about the introduction of quizzes as game-based learning and assessment in the English classrooms. As a result, the students showed a positive attitude toward the quiz, and it was found that their motivation for learning English increased. The purpose of this study was to examine the students' perspectives on quizzes as a means of assessing English. To explore students' opinions of Quizizz as a technology media for assessing English.

THEORETICAL SUPPORT
Assessment

Assessment, as described in the area of education, is a comprehensive process that collects, interprets, and uses data on students' reactions to educational tasks (Nur Amalia Solikhah & Cindyra Galuhwardani, 2023). It entails the systematic collecting and analysis of data on students' knowledge, skills, and capacities, with the ultimate purpose of making informed judgments regarding their learning progress and accomplishment. Assessment uses a number of approaches, including exams, quizzes, projects, and observations, to evaluate student performance, offer relevant feedback, and direct instructional practice. Furthermore, assessment is critical in supporting student learning by identifying strengths and areas for development, guiding instructional tactics, and encouraging academic achievement.

Assessment in education refers to a number of ways and methodologies used to evaluate student learning, comprehend their development, and drive instructional decisions. These methodologies may be classified into different sorts of assessments, each providing a unique role in the educational process. The formative assessment is an

important form that focuses on the tracking student learning progress during instruction. It gives continuous feedback to both students and teachers, allowing for instructional changes to improve learning results. In contrast, summative assessment is used to measure student learning at the end of a unit, course, or academic year. It frequently entails awarding grades or judging student preparedness for progression to the next level of education. Diagnostic assessment is used to determine students' strengths and weaknesses in specific subject areas, guiding instructional planning and implementing tailored instruction to accommodate unique learning requirements. Performance evaluation demands students to demonstrate their knowledge and abilities through assignments or projects, while also evaluating higher-order thinking skills and real-world applicability. Standardized assessment compares the student performance to preset criteria or norms, which is typically utilized for accountability and program evaluation. Additionally, self-assessment requires students to reflect on their own learning progress, evaluate their strengths and limitations, and promote metacognition and self-regulated learning. These various types of assessment collectively contribute to a comprehensive understanding of student learning and inform instructional practices to support student success (Nur Amalia Solikhah & Cindyra Galuhwardani, 2023).

Assessment is an important aspect of the learning process since it helps to determine the amount to which students grasp and master the content covered during a certain time period. One benefit of evaluation is that it offers feedback to both students and teachers. pupils can utilize feedback to discover areas for improvement, and teachers can use it to tailor their teaching techniques to better match the needs of their pupils. When children score well on assessments, they feel a feeling of success, which motivates them to learn. However, there are certain downsides to evaluation. One of the main disadvantages is that it can be stressful for students, especially if they feel that their performance will be used to judge their abilities or determine their future opportunities. This stress can lead to anxiety and even affect their performance on the assessment. Additionally, assessments can be time-consuming and expensive to administer, especially if they require specialized equipment or personnel. Finally, assessments can be biased, as they may not accurately measure the full range of a student's abilities or may be influenced by factors such as cultural or socioeconomic background (Ota et al., 2023).

Language Assessment

Experts have characterized language assessment in a variety of ways. Bachman and Palmer (2010) describe language assessment as the process of collecting, synthesizing, and interpreting information to aid in making decisions about a language learner's knowledge, skills, and abilities in a language. Hughes (2003) characterizes language assessment as the process of gathering, interpreting, and using information about students' language abilities for a variety of educational purposes. Brown (2004) defines language assessment as the collection of information about an individual's language ability, either by observation or through the use of reliable and valid tests or other assessment tools, for the purpose of making decisions. These definitions underscore the comprehensive nature of language assessment, highlighting its role in informing decisions about language learners' abilities and its use for various educational purposes. Language assessment is a tool used to evaluate and improve language proficiency and communication skills. It measures an individual's linguistic competence, identifying strengths and areas for improvement. It also helps monitor learners' progress, providing valuable feedback. Language assessments validate language learning programs and curricula, ensuring educational objectives are met and

standards are upheld. They also inform policy decisions, facilitate international communication, and promote intercultural understanding. (Ridhwan, M. (2023).

One of the main advantages of language assessment is that it provides a systematic and objective way to evaluate language proficiency, enabling educators to identify learners' strengths and weaknesses and tailor instruction accordingly. Additionally, language assessment can motivate learners to improve their language skills, as it provides a clear goal and feedback on their progress. Furthermore, language assessment can help to validate language learning programs and curricula, ensuring that educational objectives are met and standards are upheld. However, one of the main concerns is that assessments may not accurately reflect learners' true language abilities, as they may be affected by factors such as test anxiety, cultural bias, or test format. Additionally, language assessments may not capture the full range of language skills, such as pragmatic competence or sociolinguistic awareness. Another disadvantage is that language assessments may be time-consuming and resource-intensive, requiring significant preparation and administration. Finally, language assessments may have unintended consequences, such as promoting a narrow focus on test-taking strategies rather than authentic language use. It is important to be aware of its limitations and potential drawbacks. Educators must carefully consider the purpose, format, and administration of language assessments to ensure that they are valid, reliable, and fair measures of language proficiency.

To conduct a language assessment, it is important to follow a series of key steps to ensure its effectiveness. These steps include defining the purpose of the assessment, selecting appropriate assessment tools, assessing all language skills, ensuring validity and reliability of assessment tools, administering the assessment in a controlled and standardized manner, evaluating and scoring the responses, analyzing the results, providing constructive feedback to the test takers, using the results of decision making, and continuously reviewing and improving the assessment process. By following these steps, educators and language professionals can conduct comprehensive and effective language assessments to support language learning and development. In addition to conducting language assessment requires tools that can support the process, one of these tools is the media.

Media

Media can be defined as the channels, platforms, and technologies used to store, transmit, and deliver information, data, and content to a mass audience. This includes traditional forms of media such as newspapers, magazines, radio, and television, as well as digital and social media platforms. Media serves as a means of communication, entertainment, and dissemination of information, influencing and reaching people widely. It encompasses various formats, including audio, visual, and interactive communication, and the devices and systems that enable their distribution and consumption. In a broader sense, media also encompasses the content and messages conveyed through these channels, reflecting the diverse ways in which information and ideas are shared and consumed in society (Nur Amalia Solikhah & Cindyra Galuhwardani, 2023). Media can also be defined as the means of communication and information dissemination, encompassing various forms such as print, broadcast, and digital platforms.

In the context of education, media refers to the tools and technologies used to deliver instructional content, including audiovisual materials, interactive software, and online platforms. The objective of media for education is to help in the teaching process. In today's world, education media is more than just textbooks and whiteboards. Technologies are continually evolving, making things more convenient and enjoyable. It

is up to the teachers to be innovative in exploiting these opportunities based on the education media (Oktaviani et al., 2023). It serves as a channel for transmitting knowledge, facilitating learning experiences, and engaging students in educational activities. Additionally, media can also encompass the use of gamification and game-based approaches (Salim, 2012). Media can be used as a language assessment tool to evaluate skills like listening and speaking. Audio and video recordings, interactive online platforms, and digital tools can provide valuable insights into a learner's proficiency and performance. However, it's crucial to ensure the media aligns with the assessment purpose and maintains validity and reliability. Online interactive platforms, such as language learning apps and virtual language labs, offer engaging and interactive ways to assess various language skills. Platforms like Quizizz can be used for language assessment.

Quizizz

Quizizz is an educational game app that has become popular as a learning aid in recent years. It is a web-based platform that enables teachers to design and distribute quizzes to their pupils. The application was created by Quizizz Inc. The program is intended to make learning enjoyable and engaging by introducing game-like features into the learning experience. Quizizz has a variety of features that make it a useful tool for teachers to measure their students' grasp of a specific topic. The program gives students real-time feedback, allowing them to track their progress and discover areas where they may improve. Furthermore, Quizizz offers a multitude of customization possibilities, allowing teachers to personalize their tests to the exact needs of students. (Salsabila et al., 2020). All we have to do is go to the website or download the free app from the App Store. Quizizz has been downloaded over 10 million times.

To play the Quizizz app for learning, students can follow a few simple steps. First, they need to access the Quizizz platform through either the website or the app. Once logged in, they can join a game by entering the game code provided by their teacher. During the game, students will be presented with a series of multiple-choice questions related to the learning material. They can select their answers within the given time limit. After answering each question, students receive immediate feedback. At the end of the game, students can view their scores and see how they performed compared to their peers. This interactive and gamified approach to learning through Quizizz can enhance student engagement and motivation while providing valuable insights into their comprehension of the subject matter.

Picture.1 the logo of Quizizz

Quizizz as Language Assessment media

Quizizz is an online learning application used for assessment in various education levels. It features memes, themes, avatars, and entertaining music. The application can be set up as live or homework games, depending on the assessment objectives. Assessors can add music and pictures to quizzes, which appear when students answer. Quizizz data from live and homework games are displayed in the "View reports" tab. Teachers can also stop

the timer and show the leaderboard. Quizizz offers multi-player activities, creating interactive and fun classroom exercises, such as answering questions. (Zuhriyah & Pratolo, 2020).The platform's flexibility allows access via smartphones or computers, catering to diverse learning environments. Quizizz is a modern and dynamic platform for language assessment, adapting to the evolving landscape of online and interactive learning experiences (Arifudin et al., 2022).

Quizizz offers an interesting and dynamic platform for language evaluation, with game-like aspects such as leaderboards and point systems to encourage students to actively participate in the assessment process. This gamified technique can help students become more engaged and enthusiastic about language learning. Additionally, Quizizz provides rapid feedback, allowing students to quickly discover areas for growth and measure their progress in language acquisition. Furthermore, the platform's ability to create a variety of question forms, such as multiple-choice, fill in the blank, and true or false, enables instructors to test a wide range of language abilities, including vocabulary, grammar, reading comprehension, and listening (Alvina Indana Zulfa et al., 2022).

METHOD

A qualitative approach is used in this research. A qualitative approach is research carried out as part of the process of understanding, based on methodologies for studying human problems and social phenomena with descriptive design. Descriptive qualitative research is characterized by its emphasis on providing a comprehensive narrative of singular events experienced by individuals or groups of people in everyday language, according to Sandelowski's "Descriptive Qualitative Research: An Acceptable Design." The researcher took a class and selected only two students in one of Serang Banten's primary schools. The respondents of this study will be two sixth graders. The initial names are FA and MA.

The material used for research is a mobile phone. Samples were selected using several criteria called targeted sampling. According to Arikunto (2010), targeted sampling is a type of sampling that targets based on a specific objective rather than based on strata or regions. The research methodology in this study is based on observation and interviews. The data collection techniques used are descriptive data analysis techniques that collect and describe factual data. This was done to collect information on students' impressions of using Quizizz as an English language evaluation tool. Data, are produced from all information gathered during observations and interviews. After data collection and recording, researchers conducted an analysis that included data reduction, presentation, and validation. In this study, analyses were done both during and after data collection.

RESULT AND DISCUSSION
Observation

Based on a brief observation that the researcher made at two elementary students in the city of Serang Banten schools named SDN Cipare. The researcher found out several

results that the researcher noticed that both of them did the test in the form of a quiz in Quizizz media. They did 20 English questions accompanied by fun pictures and music. Therefore, they seem to enjoy, be interested, and be enthusiastic when doing the practice tests. We can also see it from their test results.
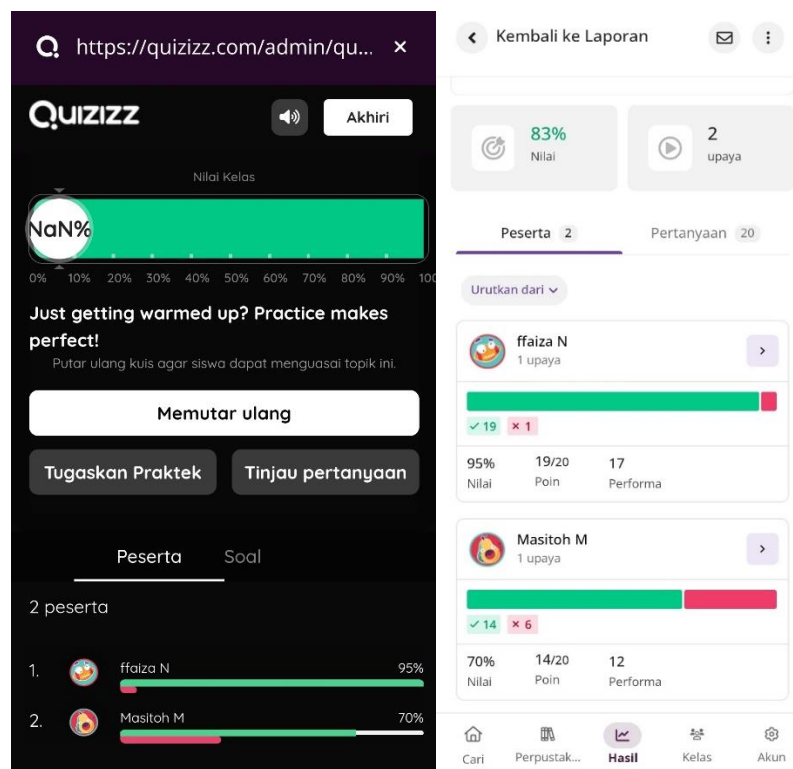
Picture 2. Results of the test between two students

Based on a brief observation that the researcher made at two of elementary students in the city of Serang, Banten, the researcher found out several results that the researcher noticed that both of them did the test in the form of a quiz quickly and looked interested. They did 20 English questions accompanied by fun pictures and music. In addition, apparently, they have different test results and rankings. we can see this in the picture above which shows that the initials FA got a higher language assessment with a score of 95 and one of the 20 test questions. Meanwhile, MA has a smaller language assessment result with a score of 70 and 6 out of 20 test questions. Thus, FA is superior to MA in language assessment. In addition, they can know that because the quizizz results also appear on their smartphone screens so there is really competition between each other. The researchers saw it from the way they avoided and covered each other's smartphone screens so as not to be seen by anyone other than themselves. Occasionally they looked smiling and annoyed while doing the test on Quizizz. In the process of working on language assessment using Quizizz, researchers did not see any interference and obstacles on the internet network, media and so on.

This discrepancy in scores indicated that FA outperformed MA in the language assessment. The competitive nature of the assessment was evident as the students could view each other's results on their smartphone screens, leading to occasional expressions of both joy and frustration during the test. Importantly, the observation also highlighted that there were no observed obstacles or interference related to the internet network or media during the assessment process. Overall, the observation results indicate that Quizizz was

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well-received by the students, as it provided an engaging and interactive platform for language assessment. The competitive element and immediate feedback through the platform seemed to enhance the students' interest and motivation in studying English. Additionally, the observation suggests that the use of Quizizz as an assessment tool did not present any technical challenges or disruptions, further supporting its effectiveness as a language assessment media.

Interview

The following are the findings of interviews performed by researchers with one elementary school teacher in the city of Serang, Banten, 6th grade, with the initials FA and MA. This interview is to learn about these students' impressions of Quizizz as a language evaluation media.

Table 1. the results of interview

No	Questions	FA	MA
1.	Was the usage of Quizizz media on the English assessment enjoyable?	Yes, it's fun because it's like a game with music and pictures.	It's really fun, there are colorful pictures and there is also a good audio sound.
2.	Does quizizz make it easier for students to take tests?	Yes, it makes it faster and less complicated.	Easy although initially a little difficult when entering the application.
3.	Can quizizz increase students' interest in studying English and taking test?	Yes, it's funny because there are pictures and songs.	It's normal
4.	Does using quizizz make it difficult for students to do language assessment?	No, this application is easy	A little difficult when entering but it's okay
5.	The use of quizizz can increase the knowledge of your English language?	Yes, because I learn from the quiz, he immediately tells me what is right if I am wrong.	I think so because there is a right and wrong answer so I know the answer.
6.	What do you like after using Quizizz for English assessment?	I like the pictures and there are songs too so it's not difficult and fun.	Maybe the backsound because there are sound effects and songs
7.	What do you dislike after using Quizizz for English assessment?	No, I like everything	None
8.	Are the re any obstacles or challenges when using Quizizz for assessment?	There are difficulties, and I can compete with my fellow students.	The issue is that I must compete with others who have higher scores.

9.	If so, how do you deal with these obstacles?	There are no obstacles	Nothing, all good
10.	Do you prefer language assessment using Quizizz or regular paper?	I like Quizizz because it is more enjoyable.	Quizizz is designed to be simple and quick.

Meanwhile, the researcher derives various conclusions from the interviews above, as shown in table 1, which demonstrates that FA and MA are both glad and excited about taking the test. Table 2 shows that both of them can easily access and take tests through Quizizz. In addition, table 3 says that FA feels that Quizizz increases his interest compared to MA who only feels normal. Then in table 4 it was found that FA had no difficulty at all when using Quizizz, while MA felt a little difficult. Table 5 shows that both FA and MA agree that Quizizz can also increase their knowledge in English. Meanwhile, in table 6 it is found that FA likes to look at the pictures and the song while MA prefers the audio or back sound and sound effects. Then, in table 7 it is found that both of them have no dislike for Quizizz. In addition, table 8 explains that they feel challenged because they can compete with each other. For table 9, it was found that they did not experience any obstacles. Finally, table 10 explains that they both prefer to do language tests or assessments using Quizizz compared to using plain paper.

It can be concluded that the interview with elementary school students FA and MA revealed their positive views on Quizizz as a language assessment media. Both students appreciated the platform's fun and engaging nature, which included game-like elements, colorful pictures, and music. They also found the testing process faster and less complicated, indicating its user-friendly interface. Both students found Quizizz to increase their interest in studying English, with FA showing a stronger positive impact. The immediate feedback provided by Quizizz was also a beneficial feature, aiding in the enhancement of their knowledge. Both students preferred Quizizz over traditional paper-based assessments, citing its enjoyable nature and friendly competition as key advantages. They felt challenged by the competitive aspect of the platform, but did not encounter any obstacles during the assessment process. The interview results suggest that Quizizz is well-received as an effective and enjoyable language assessment media, with its ability to engage students, provide immediate feedback, and enhance their interest in English.

CONCLUSION

This study concludes that the study explores the use of Quizizz as a language assessment tool from the perspective of elementary school students. It employs a qualitative approach, utilizing observation and interviews to gather data on students' perceptions of Quizizz as an English language assessment medium. The results indicate that students showed a positive attitude towards Quizizz, with increased motivation for learning English. The competitive and engaging nature of Quizizz, along with its immediate feedback, enhanced students' interest and motivation in studying English. The study also highlights the absence of technical challenges or disruptions during the assessment process, supporting the effectiveness of Quizizz as a language assessment media. Overall, Quizizz is well-received by students as an effective and enjoyable language assessment media, providing an engaging and interactive platform for language assessment.

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