

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents a brief explanation of some theories that support the research. The theories are related to the concept of online assessment tools, Quizizz as an assessment tool, Technology Acceptance Model framework, and the implementation of Quizizz as an assessment tool in EFL classrooms.

#### **2.1 Theoretical Framework**

##### **2.1.1 Assessment**

Assessment is defined as an activity conducted by teachers and students that generates information used as feedback to adjust teaching and learning activities (Black and Wiliam, (1998) as cited in Cheng & Fox, (2017)). Brookhart and McMillan (2019) describe classroom assessment as a comprehensive and evolving process utilized by both teachers and students. This process involves collecting, evaluating, and using evidence of student learning for various purposes, such as identifying student strengths and weaknesses, tracking progress toward proficiency, assigning grades, and offering feedback to parents. From the outset, assessment serves as a tool for guiding and ensuring that teaching and learning continuously align with students' needs and goals.

According to Cheng and Fox (2017), there are several terms that represent the dimensions of assessment:

- a. Assessment for learning, also known as formative assessment, involves collaborative assessment processes that guide the direction of teaching and learning. It focuses on providing regular, ongoing feedback to help students improve and develop their skills. Typically, these assessments are not graded. However, teachers might sometimes give marks as an incentive for participation or task completion, such as engaging in a writing conference or leading a group discussion. This can be problematic as it changes the nature of formative assessment into summative assessment.
- b. Assessment of learning, or summative assessment, evaluates student

learning, skill acquisition, and academic achievement at the end of a specific instructional period. This could be at the conclusion of a project, unit, course, semester, program, or school year. Summative assessment provides a summary of what students have learned and is often associated with final grades or evaluations.

- c. Assessment as learning occurs when students actively reflect on and track their progress to guide their future learning goals. This can be a regular practice, either formal or informal, such as through peer feedback partners or structured self-assessments. This type of assessment encourages students to take ownership of their learning, past and future. It enhances metacognition by involving students in understanding the expected standards, setting and monitoring their learning targets, and devising strategies to achieve these goals.

Based on the explanation, it can be understood that assessments are carried out according to the objectives that need to be achieved. According to Cheng and Fox (2017), these objectives influence the frequency and timing of assessments (assessment events), the methods used (assessment tools), and how the assessments are conducted (assessment processes). Therefore, it is important for teachers to carefully consider the assessment objectives, choose the type of assessment, select the assessment tools, and design the assessment processes.

### **2.1.2 Online Assessment Tool**

To facilitate effective learning, assessment is an important process (Bransford et al., 2000, as cited in Wen & Aziz, 2022). It is a tool for teachers to systematically collect information about students' learning progress. With technological advancements, there has been a transition from offline to online learning. This transition has also led to the development of online assessment methods, which have become increasingly popular in recent years (Conrad & Witthaus, 2021). Online assessment is beneficial, including reducing paper usage, addressing concerns about assessment security, and providing instant feedback to students (Ayyoub et al., 2023). However, students and teachers may have concerns about the effectiveness and reliability of online assessments. For

instance, some students may not understand the usefulness of online assessment, while some teachers may face challenges in integrating online assessment into their curriculum (Khan & Khan, 2019). Therefore, addressing the issues and integrating it effectively into educational practices remain essential to ensure its success in modern learning environments.

The assessment process involves the use of assessment tools to enhance the teaching and learning environment (Curry & Gonzalez-Dejesus, 2010). Assessment tools can be broadly categorized into two main types: conventional and digital. Conventional assessment encompasses traditional approaches such as written and oral tests, extended performance tasks, essays, paper-and-pencil tests, and student self-reports (Linn & Miller, 2005, as cited in Pitoyo et al., 2020). Zhu et al. (2023) explained the evolution of assessment from traditional assessment to digital game-based assessment. Digital game-based assessment integrates digital games into education to assess the development of students' Knowledge, Skills, and Abilities (KSA). Emerged as an evolution to traditional assessment, Digital game-based assessment creates an interactive environment, reducing student anxiety and increasing engagement through game incentives (Zhu et al., 2023). It captures detailed task responses and processing data, offering an interactive and authentic environment, and providing a new approach to measuring students' knowledge, skills, and abilities in the classroom.

In short, digital assessment tools represent a modern evolution in the assessment process, enabling students to engage in interactive class activities that improve assessment practices (Irwansyah & Izzati, 2021). For example, there are now many online quiz applications or web-based applications that provide diverse game-based quizzes (Slamet & Fatimah, 2022). According to Rahayu and Purnawarman (2019), the four most searched and commonly used gamified quizzes are Kahoot, Quizlet, Edupuzzle, and Quizizz.

### **2.1.3 Quizizz**

Quizizz is an online test tool designed like a game, offering interactive and enjoyable classroom activities for multiple players (Permana et al., 2023). It's suitable for students at various levels, from primary to tertiary education. Zulfa

and Ratri (2022) added that Quizizz integrates features like games, including themes, music, avatars, and lively visuals, effectively increasing overall engagement in the learning experience. This makes Quizizz a positive and exciting choice for conducting assessments. Haripriya (2023), explained that Quizizz provides some features to support assessment, including:

1) Instructor-paced Lessons/Quizzes

Teachers have control over the pace, guiding the entire class through each question collectively.

2) Student-paced Lessons/Quizzes

Students have the flexibility to progress at their own speed, with access to leaderboards and real-time results for each question or lesson.

3) Bring Your Own Device (BYOD)

Students can view content on their personal devices, such as PCs, laptops, tablets, and smartphones.

4) Access to millions of Quizzes

Teachers can import public quizzes, modify them to fit their needs, and customize them according to their preferences.

5) Quiz + Lesson Editor

There are various question types, including the option to add images, videos, and audio. Teachers can easily incorporate questions from other quizzes and lessons.

6) Reports

Gain in-depth insights at both the class and student levels for each quiz. The reports can be shared with parents/guardians to monitor student progress.

7) Options to Customize

Quiz sessions can be customized by adjusting the level of competition and speed.

8) Sharing & Collaboration

Quizzes can be shared with other instructors and invite them to collaborate on quiz creation and management.

Essentially, Quizizz can help the assessment process with its key features.

With Quizizz, teachers can control the pace of assessments or let students work at their own speed with real-time results. Students and teachers can use their own devices, such as PCs, tablets, or smartphones. Teachers have access to various quizzes that can be modified to fit their needs. Quizizz also allows teachers to create different types of assessment questions. Furthermore, detailed reports on student performance can be accessed and shared with parents. Lastly, quiz sessions can be customized, and teachers can share and collaborate on quizzes with other educators.

In addition, Rahayu and Purnawarman (2019) elucidated that Quizizz encompasses key features such as prompt feedback, a review section, the option to repeat the test, and the ability to take a new quiz. The feedback provided by Quizizz includes a game summary displaying the score and rank, as well as performance statistics indicating the number of correct and incorrect answers, unattempted questions, average time per question, and the longest streak. Additionally, the review section allows students to revisit each question, with the correct answers revealed. To reinforce understanding after the review, students can choose to retake the test with the same questions presented in a randomized order. This feature offers students the chance for experiential learning through multiple attempts, enhancing their comprehension beyond a single attempt. Finally, students have the option to take a new quiz featuring different questions but still related to the same topic within a similar context.

#### **2.1.4 Advantages and Disadvantages of Quizizz**

Like any other tool, Quizizz comes with both advantages and disadvantages. The following are the advantages and disadvantages outlined by Junior (2020):

- 1) The flexibility to use only mobile devices in the classroom, eliminating the need for a data projector or computer, as the quiz can be accessed via cell phone or tablet.
- 2) A multiplatform system that works seamlessly in computer labs, on conventional computers, and through various mobile devices (cell phones and tablets).

- 3) Compatibility with both iOS and Android operating systems.
- 4) Support for individual and collaborative work, allowing students to access the quiz on their own devices and share it with their team.
- 5) No requirement to download any application; students can access the questionnaire using the page [joinmyquiz.com](https://joinmyquiz.com) and the code provided by the teacher.
- 6) The ability to create quizzes for homework assignments, with the option to set deadlines.
- 7) A game-based design with gamified mechanics such as music, rankings, scoreboard, avatar time, etc., which serve as motivational elements to keep individuals engaged.
- 8) The flexibility to create questions of varying lengths, with the option to set response times between 10 seconds to 15 minutes.
- 9) Support for creating both public quizzes (shared with everyone) and private quizzes (accessible only to those with a code).
- 10) The ability to insert images or videos related to questions, as well as the use of formulas and symbols.
- 11) Access to ready-to-use quizzes and pre-made questions from various open-access quizzes in the database.
- 12) Performance analysis for each student or the entire group using an Excel spreadsheet, and the option to import students' grades into an electronic or physical diary.

On the other hand, some disadvantages of Quizizz are mentioned as follows:

- 1) The platform is available only in English, which may pose a limitation for teachers who are not proficient in the language.
- 2) The platform is exclusively available online, requiring an internet connection for quiz creation and participation.
- 3) Each quiz question accepts only one answer to be registered as correct.

In conclusion, Quizizz provides many useful features for education. Quizizz can be operated on various devices which makes it easier for teachers and students to use. The platform supports individual and group work and

includes game-like elements to keep students engaged. Additionally, it offers flexibility in creating, sharing, and accessing various quizzes and provides detailed performance analysis. However, its drawbacks, such as being available only in English, requiring an internet connection, and allowing only one correct answer for each question, can limit its use for some teachers and students. Despite these limitations, Quizizz remains a valuable tool for enhancing the learning experience with interactive quizzes.

### **2.1.5 The Implementation of Quizizz in EFL Classrooms**

Using Quizizz requires several stages of preparation. The first step for teachers is to create an account. Junior (2020) explains that to use Quizizz, teachers need to visit the website <http://quizizz.com> and proceed to create an account by selecting the sign-up button or, if already registered, using the login button. To streamline the process, the application allows users to expedite registration by leveraging Google credentials or logging in with a Gmail account. Following registration, Quizizz prompts the user to specify their profile, with options to log in as a teacher, student, or for business purposes. After logging in, the Quizizz system will offer several pre-made test quizzes developed by other users and the option to create the user's own live quiz. Wen and Aziz (2022) describe how teachers can hold live quiz with Quizizz:

- 1) Teachers have the option to set quizzes as either public or private, depending on their students' preferences. If the quiz is made public, it can be shared among users.
- 2) Teachers can either create their own questions or explore the Quizizz library, which covers English-related topics.
- 3) Teachers can initiate a live quiz by providing students with a game code generated automatically by the Quizizz website.
- 4) Students enter the Quizizz game code, automatically joining the tournament using their smart devices, and each student is assigned a unique avatar.
- 5) Teachers can monitor students during the quiz, displaying their names and avatars on the screen when they join the game.
- 6) While students respond to questions, the leaderboard reflects their current

standings. Quizizz's competitive environment adds excitement to this segment.

The implementation of Quizizz as a tool for teaching and assessment has been discussed in various research studies. Quizizz's user-friendly interface empowers teachers to evaluate their students' language proficiency and core skills effectively (Bury, 2017). When utilizing Quizizz, students can apply what they've learned in the classroom using their own devices. According to Rahayu and Purnawarman (2019), Quizizz enables students to assess both their understanding and their advancement in learning the English language. It encourages students to compete by displaying their real-time rankings during classroom quizzes, motivating them to study. Quizizz has engaging elements such as avatars, memes, and music, enhancing the overall learning experience. These features give the students the impression that they are playing a game, which then leads to positive sentiments among EFL students who view it as an exciting tool (Pramudita, 2023). In conclusion, Quizizz has emerged as a valuable and engaging digital assessment tool for English teaching and learning. By encouraging active participation, real-time competition, and a gamified learning experience, Quizizz not only assesses language proficiency but also fosters enthusiasm and positive attitudes toward English learning.

#### **2.1.6 Technology Acceptance Model (TAM)**

In the context of this research, the Technology Acceptance Model theory (TAM) by Davis (1989) is used as the framework to explore student teachers' perceptions of Quizizz as an assessment tool in EFL classrooms. This model aims to explain how users come to accept and use technology. The core of TAM is based on two primary factors that influence user behavior: perceived usefulness (PU) and perceived ease of use (PEOU).

Perceived usefulness is defined as the extent to which a person believes that using a particular system will enhance their job performance (Davis, 1989). This concept comes from the word 'useful,' meaning "capable of being used beneficially." In an organizational context, people are generally motivated to perform well through salary increases, promotions, bonuses, and other rewards

(Pfeffer, 1982; Schein, 1980; Vroom, 1964, as cited in Davis, 1989). Therefore, a system that is perceived as highly useful is one that users believe has a positive relationship between use and performance.

Perceived ease of use, on the other hand, refers to "the extent to which a person believes that using a particular system will be free of effort." This comes from the definition of 'ease,' meaning "freedom from difficulty or great effort." Radner and Rothschild in 1975, as cited in Davis (1989), explain that effort is a limited resource that a person can allocate to various activities for which they are responsible. They further claim that, all else being equal, an application perceived as easier to use is more likely to be accepted by users.

Davis (1989) added that TAM suggests these two factors will shape users' attitudes toward using the technology. This feeling then affects their intention to use it, which ultimately leads to actually using the technology. The model underscores the importance of user perceptions, suggesting that the more useful and easy-to-use technology is perceived to be, the more likely it is to be adopted and utilized effectively (Davis, 1989). Additionally, TAM has been extensively applied across various fields, making it a reliable framework for studying technology adoption.

## **2.2 Study of Relevant Research**

Numerous studies have explored the use of Quizizz as an assessment tool in EFL classrooms. To begin with, Irwansyah & Izzati (2021) explored the implementation of Quizizz as a game-based learning and assessment tool in the English classroom of SMA Negeri 1 Tamban, Barito Kuala Regency. Their findings show that Quizizz allowed teachers to assess student performance efficiently, with scores readily available in reports. On the other hand, student opinions on the implementation of Quizizz were gathered, revealing excitement and increased motivation due to its engaging game-like format (Irwansyah & Izzati, 2021). Similarly, Pitoyo et al. (2020), conducted a qualitative study exploring the washback effect of Quizizz assessment platform on students' learning. Through questionnaires, observation, and in-depth interviews, their study revealed that

Quizizz for assessment had a positive washback effect on students' learning. It happened because Quizizz provides many features or game elements.

In a separate study, Amalia (2020) conducted a study examining students' perspectives on the use of Quizizz as an online assessment tool for English teaching and learning. The study used a descriptive qualitative study design and questionnaire to collect the data. Positive perspectives of the students toward the use of Quizizz were shown in the results of the study. They agreed that Quizizz has an attractive display that is interesting and fun, it creates a competitive atmosphere in the classroom, and Quizizz is better than the offline traditional test. Additionally, the study by Fadhilawati (2021), investigated the use of Quizizz in evaluating grammar through classroom action research. The study used tests and questionnaires to collect the data. The result shows that students presented positive views toward the use of Quizizz for learning and evaluating relative pronouns. For example, most of the students said that they are motivated to learn relative pronouns by applying Quizizz application. However, amidst these positive findings, a study by Kariko and Ayuningtyas (2021) brings a nuanced perspective. The results indicate that students prefer quizzes not to be used as formative assessments with grades displayed on the leaderboard. Instead, they view quizzes more as valuable learning activities. This preference stems from the majority of students desiring a less intense and competitive learning environment, allowing them to concentrate more on the learning process than the assessment aspect. In conclusion, although many studies emphasize the positive impact of Quizizz as a dynamic and engaging assessment tool in the EFL classroom, a different perspective presented by (Kariko & Ayuningtyas, 2021) highlights the existence of students' preferences regarding quizzes as a valuable learning activity rather than a rigorous assessment tool. This collective body of research underscores the need for educators to balance the engaging elements of Quizizz with diverse student preferences and learning environments, thereby encouraging effective assessment in language learning.