

REFERENCES

- Adams, W. C. (2015). Conducting semi-structured. *Handbook of practical program evaluation, 1970*, 492–505. <https://sci-hub.se/10.1002/9781119171386.ch19>
- Adhi, G. R., Wiyaka, & Lestari, S. (2023). Students' responses towards Quizizz as the assessment learning tool for 10th grade students of SMAN 5 Semarang. *Verba: Journal of Applied Linguistics*, 2(1), 21–30. <https://doi.org/10.572349/verba.v2i1.901>
- Al-khresheh, M. H. (2025). *The cognitive and motivational benefits of gamification in English language learning: A abstract.* 1–19. <https://doi.org/10.2174/0118743501359379250305083002>
- Arinaa Sabilah Ghozali, P. A. T. (2022). The importance of formative assessment based on students' perception. *Jurnal Konseling Dan Pendidikan*, 6(3), 107–120. <https://doi.org/10.29210/127900>
- Bindiya, A., & Fediyanto, N. (2023). EFL students' perceptions towards Quizizz usage in English subject formative assessment. *Journal of Research on English and Language Learning (J-REaLL)*, 4(2), 167–182. <https://doi.org/10.33474/j-reall.v4i2.20309>
- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. In *International Journal of Phytoremediation* (Vol. 21, Issue 1). <https://doi.org/10.1080/0969595980050102>
- Braun, V., & Clarke, V. (2006). Qualitative research in psychology using thematic analysis in psychology using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <http://www.tandfonline.com/action/journalInformation?journalCode=uqrp20>
%5Cn<http://www.tandfonline.com/action/journalInformation?journalCode=uqrp20>
- Chan, S., & Lo, N. (2024). Enhancing EFL/ESL instruction through gamification: a comprehensive review of empirical evidence. *Frontiers in Education*, 9(August). <https://doi.org/10.3389/feduc.2024.1395155>
- Cheng, J., Lu, C., & Xiao, Q. (2025). Effects of gamification on EFL learning: a

- quasi-experimental study of reading proficiency and language enjoyment among Chinese undergraduates. *Frontiers in Psychology*, 16. <https://doi.org/10.3389/fpsyg.2025.1448916>
- Conderman, G., Pinter, E., & Young, N. (2020). Formative assessment methods for middle-level classrooms. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 93(5), 233–240. <https://doi.org/10.1080/00098655.2020.1778615>
- Costa Akoyt, M. (2024). Formative assessment in Timor-Leste: teachers' perception and practice. *International Journal of Educational Innovation and Research*, 3(1), 75–85. <https://doi.org/10.31949/ijeir.v3i1.7243>
- Fahada, N., & Asrul, N. (2024). Students' perception of gamified learning in EFL class: Online Quizizz for engagement and motivation. *Journal Of Education And Teaching Learning (JETL)*, 6(2), 13–22. <https://doi.org/10.51178/jetl.v6i2.1828>
- Farid Miftahul. Zulfah Fakhruddin. Ambo dalle. (2024). *Assessment practice in EFL classroom: Purpose, methods and scoring*. 5(2), 408–420.
- Fitriyah, I., & Jannah, M. (2021). *Online assessment effect in EFL classroom : An investigation on students and teachers ' perceptions*. 5(2), 265–284.
- Gonzales, A. L., McCrory Calarco, J., & Lynch, T. (2020). Technology problems and student achievement gaps: A validation and extension of the technology maintenance construct. *Communication Research*, 47(5), 750–770. <https://doi.org/10.1177/0093650218796366>
- Hagos, T., & Andargie, D. (2023). Effects of technology-integrated formative assessment on students' conceptual and procedural knowledge in chemical equilibrium. *Journal of Education and Learning*, 17(1), 113–126. <https://doi.org/10.11591/edulearn.v17i1.20630>
- Handoko, W., Mizkat, E., Nasution, A., Hambali, & Eska, J. (2021). Gamification in learning using Quizizz application as assessment tools. *Journal of Physics: Conference Series*, 1783(1). <https://doi.org/10.1088/1742-6596/1783/1/012111>
- Hasan, M., Islam, A. B. M. S., & Shuchi, I. J. (2021). Using mobile-based formative

- assessment in ESL/EFL speaking. *Journal of Languages and Language Teaching*, 9(1), 117. <https://doi.org/10.33394/jollt.v9i1.3449>
- Hopwood, N., Palmer, T. A., Koh, G. A., Lai, M. Y., Dong, Y., Loch, S., & Yu, K. (2024). Understanding student emotions when completing assessment: technological, teacher and student perspectives. *International Journal of Research and Method in Education*, 48(2), 194–209. <https://doi.org/10.1080/1743727X.2024.2358792>
- Junior, J. B. B. (2020). Assessment for learning with mobile Apps: Exploring the potential of Quizizz in the educational context. *International Journal of Development Research*, 10(01), 33366–33371. <https://quizizz.com/about>
- Kallio, H., Pietilä, A. M., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing*, 72(12), 2954–2965. <https://doi.org/10.1111/jan.13031>
- Munawir, A., & Hasbi, N. P. (2021). The effect of using Quizizz to EFL students' engagement and learning outcome. *English Review: Journal of English Education*, 10(1), 297–308. <https://doi.org/10.25134/erjee.v10i1.5412>
- Nguyen, T. P. V., Lee, Y. F., Le, T. H., & Nguyen, H. B. N. (2023). Applying a formative assessment model for a blended learning environment to promote students' engagement and motivation. *International Journal of Information and Education Technology*, 13(11), 1735–1740. <https://doi.org/10.18178/ijiet.2023.13.11.1983>
- Noviasmy, Y., Ambo Dalle, & Nurul Hasanah. (2023). Applying Quizizz application as an assessment tool for EFL students. *Inspiring: English Education Journal*, 6(1), 12–22. <https://doi.org/10.35905/inspiring.v6i1.4835>
- Orhan Göksün, D., & Gürsoy, G. (2019). Comparing success and engagement in gamified learning experiences via Kahoot and Quizizz. *Computers and Education*, 135(February), 15–29. <https://doi.org/10.1016/j.compedu.2019.02.015>
- Pacaol, N. (2021). Teacher's workload intensification: A qualitative case study of its implications on teaching quality. *International Online Journal of Education*

- and Teaching (IOJET)*, 8(1), 43–60. <https://orcid.org/0000-0002-7724-7795>
- Permana, P., & Permatawati, I. (2020). *Using Quizizz as a formative assessment tool in German classrooms*. 424(Icollite 2019), 155–159. <https://doi.org/10.2991/assehr.k.200325.073>
- Permana, P., Permatawati, I., & Khoerudin, E. (2023). Foreign language learning gamification using Quizizz: A systematic review based on students' perception. *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, 7(2), 233. <https://doi.org/10.26858/eralingua.v7i2.23969>
- Pertiwi, A. P. (2022). Using the Quizizz as an assessment of students' English learning. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, 5(1), 37. <https://doi.org/10.20527/jetall.v5i1.10859>
- Rahayu, I. S. D., & Purnawarman, P. (2019). *The use of Quizizz in improving students' grammar understanding through self-assessment*. 254(Conaplin 2018), 102–106. <https://doi.org/10.2991/conaplin-18.2019.235>
- Rahman, R., Kondoy, E., & Hasrin, A. (2020). Penggunaan aplikasi Quizizz sebagai media pemberian kuis dalam meningkatkan motivasi belajar mahasiswa. *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)*, 4(3), 60–66. <https://doi.org/10.58258/jisip.v4i3.1161>
- Ravy Nhor, Sina Pang, S. E. (2022). *Teachers' and learners' perception of formative assessment practice in enhancing learning in EFL courses*. 6(2), 181–201.
- Schildkamp, K., van der Kleij, F. M., Heitink, M. C., Kippers, W. B., & Veldkamp, B. P. (2020). Formative assessment: A systematic review of critical teacher prerequisites for classroom practice. *International Journal of Educational Research*, 103(January), 101602. <https://doi.org/10.1016/j.ijer.2020.101602>
- Torres, J. O., Católica, U., Salvador, D. El, Ana, S., & Salvador, E. (2019). *Positive impact of utilizing more formative assessment over summative assessment in the EFL/ESL classroom*. 1–11. <https://doi.org/10.4236/ojml.2019.91001>
- Viberg, O., Mutimukwe, C., Hrastinski, S., Cerratto-Pargman, T., & Lilliesköld, J. (2024). Exploring teachers' (future) digital assessment practices in higher education: Instrument and model development. *British Journal of Educational*

- Technology, March*, 2597–2616. <https://doi.org/10.1111/bjet.13462>
- Xodjimuratova, M. (2022). *The importance of web application based assessment in teaching foreign languages*. 04, 54–60.
- Yazidi, R. E. L. (2023). *Investigating the influence of formative assessment on the learning process in the English language classroom*. 9(1), 23–32. <https://doi.org/10.20448/edu.v9i1.4540>
- Yin, R. K. (2018). Case study research and applications: Design and methods. In *Journal of Hospitality & Tourism Research* (Vol. 53, Issue 5). <https://doi.org/10.1177/109634809702100108>
- Yunus, C. C. A., & Hua, T. K. (2021). Exploring a gamified learning tool in the ESL classroom: The case of Quizizz. *Journal of Education and E-Learning Research*, 8(1), 103–108. <https://doi.org/10.20448/JOURNAL.509.2021.81.103.108>
- Zhang, S., & Hasim, Z. (2023). Gamification in EFL/ESL instruction: A systematic review of empirical research. *Frontiers in Psychology*, 13(January), 1–12. <https://doi.org/10.3389/fpsyg.2022.1030790>
- Zhang, Z., & Crawford, J. (2024). EFL learners' motivation in a gamified formative assessment: The case of Quizizz. *Education and Information Technologies*, 29(5), 6217–6239. <https://doi.org/10.1007/s10639-023-12034-7>
- Zhao, F. (2019). Using quizizz to integrate fun multiplayer activity in the accounting classroom. *International Journal of Higher Education*, 8(1), 37–43. <https://doi.org/10.5430/ijhe.v8n1p37>
- Zolfaghari, Z., Karimian, Z., Zarifsanaiey, N., & Farahmandi, A. Y. (2025). A scoping review of gamified applications in English language teaching: a comparative discussion with medical education. *BMC Medical Education*, 25(1). <https://doi.org/10.1186/s12909-025-06822-7>
- Zuhriyah, S., & Pratolo, B. W. (2020). Exploring students' views in the use of quizizz as an assessment tool in english as a foreign language (efl) class. *Universal Journal of Educational Research*, 8(11), 5312–5317. <https://doi.org/10.13189/ujer.2020.081132>