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Teachers' Perception of Using Quizizz as a Formative Assessment Tool at SMA Negeri 2 Ambon.

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Abstract

This study employed a qualitative research design to investigate how teachers use the Quizizz platform as a formative assessment tool in English foreign language (EFL) teaching, and to explore teachers' perceptions of using Quizizz. The researchers conducted a preliminary study in Ambon, to identify teachers who were using Quizizz for formative assessment. Four teachers from SMA Negeri 2 Ambon were then selected as the sample for the present study. Data was collected through semi-structured interviews. The findings reveal that the teachers demonstrated a thoughtful and structured approach to integrating Quizizz into their lessons. They strategically designed Quizizz assessments to target key language skills like vocabulary, grammar, and reading comprehension. The teachers perceived several benefits of using Quizizz, including enhanced student engagement and motivation, improved learning and comprehension, and more efficient assessment processes. However, challenges were also noted, such as the reliance on stable internet connectivity and issues of digital equity, where not all students had access to the necessary devices.

Keywords: Quizizz, Formative Assessment

The significant finding:

The results of questionnaires showed that difficulties face by EFL students as The findings reveal that the teachers demonstrated a thoughtful and structured approach to integrating Quizizz into their lessons. They strategically designed Quizizz assessments to target key language skills like vocabulary, grammar, and reading comprehension. The teachers perceived several benefits of using Quizizz, including enhanced student engagement and motivation, improved learning and comprehension, and more efficient assessment processes. However, challenges were also noted, such as the reliance on stable internet connectivity and issues of digital equity, where not all students had access to the necessary devices.



ARTICLES

I. INTRODUCTION

Assessment is a fundamental aspect of language teaching and learning, playing a crucial role in evaluating students' language proficiency and progress. It provides essential insights into students' strengths and weaknesses, helping teachers tailor their instructional strategies accordingly (Brookhart, 2003). Through assessment, teachers can determine whether their instructional methods effectively achieve the desired learning outcomes (William, 2011). Additionally, a proper understanding of assessment principles and techniques enables teachers to measure students' learning achievements accurately (Lekatompeppy, 2017). The way teachers assess students significantly

influences their learning experience and progress (Jima, 2011).

Assessment not only helps teachers monitor students' language development but also allows learners to reflect on their progress and identify areas that need improvement. Various assessment methods, including tests, quizzes, portfolios, presentations, and self-assessments, can be used depending on learning objectives and student needs (Brown & Hudson, 1998). Teachers must ensure that assessments support students' learning and knowledge development (Brown, 2005). Selecting appropriate assessment methods is vital in fostering effective learning experiences and guiding students toward achieving their academic goals.

Among different types of assessment, formative assessment plays a crucial role in continuous student learning and progress. It involves ongoing evaluations that provide immediate feedback, allowing teachers to adjust their instructional strategies accordingly (Black & Wiliam, 1998). Unlike summative assessments, which measure learning at the end of a course, formative assessments help identify gaps in student understanding and support their learning throughout the process (Black & William, 1998). In recent years, technology has become a powerful tool in language assessment, increasing efficiency, accessibility, and reliability (Sheard & Chambers, 2014). Online assessments offer flexibility and save time and resources for both students and teachers (Alavi et al., 2022).

One widely used technology-based assessment tool is Quizizz, which provides an engaging and interactive way to assess students' language skills (Malvado, Prastikawati, & Wiyaka, 2022). It allows teachers to create quizzes with multimedia elements to enhance learning experiences. Previous studies have examined students' perspectives on using Quizizz, but research on teachers' perceptions remains limited. To address this gap, a study was conducted with high school English teachers in Ambon to explore their experiences using Quizizz for formative assessment. Findings revealed that while some teachers frequently integrated Quizizz into their teaching—particularly at SMA Negeri 2 Ambon—others were still learning how to use the platform. Teachers who actively used Quizizz, especially since the COVID-19 pandemic, utilized it primarily for diagnostic and formative assessments to evaluate students' understanding before and after instruction.

Thus, this present study focusses on teachers' perspectives on the utility of Quizizz platform. The investigation on how teacher use Quizizz platform and challenges of can provide valuable insights into its integration into English language teaching practices at the school.

II. METHODOLOGY

The study employed qualitative research design. Qualitative design allowed for the collection of multiple data sources using diverse analysis methods (Creswell, 2014). The aim is to find out the way teachers use Quizizz as a formative assessment tool and to investigate teachers' perceptions of using Quizizz as a formative assessment tool through an interview.

The populations in this study were teachers of SMA Negeri 2 Ambon. Purposive sampling was used to select the sample which was most suitable with the purpose of the research (Creswell, 2014). The sample of this study was 4 teachers from SMA Negeri 2 Ambon who have experience using Quizizz for formative assessment in their classrooms

| Teacher | Educational Background | Teaching experience | Year of using Quizizz |
|-----------|------------------------------------|---------------------|-----------------------|
| Teacher 1 | Bachelor in English Education (S1) | 18 Years | Since 2020 (4 years) |
| Teacher 2 | Bachelor in English Education (S1) | 10 Years | Since 2020 (4 years) |
| Teacher 3 | Bachelor in English Education (S1) | 15 Years | Since 2020 (4 years) |
| Teacher 4 | Bachelor in English Education (S1) | 16 Years | Since 2021 (3 years) |

All the data that has been collected are related to the context of the study, the participant's profile, the way of implementing Quizizz as formative assessment tool and teachers' perception on using Quizizz as formative assessment tool in EFL learning. The data was obtained from Interview. The interview was intended to explore more about the way of using Quizizz as formative assessment tool and teachers' perceptions of using Quizizz. The researcher uses interview guide. Table below shows the detail type of data, data source, and instruments as well as data validation for the study.

| Type of data | Methods | | |
|--|---------------------------|--------------------------|---------------|
| | Data sources | Instruments | Validation |
| Context of the study | Teachers & school website | Semi-structure interview | Expert review |
| Implementing Quizizz as a formative assessment stool in the classroom | Teachers | Semi-structure interview | Expert review |
| Teacher perception towards the use of Quizizz as a formative assessment tool in their classrooms | Teachers | Semi-structure interview | Expert review |

The data analysis was conducted immediately after collection, following three main stages: data reduction, data presentation, and data verification. Data reduction involved filtering out less relevant information to focus on the most significant findings. Data presentation mapped out the emerging themes and explored relationships between them. Finally, data verification ensured the accuracy of the findings through consultations with the

advisor and participants. The interview data was processed by transcribing responses, analyzing transcripts, identifying key themes, and selecting supporting examples. Coding was used to categorize themes and relevant excerpts, following the analytical steps outlined by Maxwell (2012).

III. FINDINGS AND DISCUSSION

Quizizz implementation as formative assessment in classroom

To implement Quizizz as a formative assessment tool, the four teachers followed a similar approach. First, they selected the content to be included in the Quizizz platform, focusing on vocabulary, grammar, and reading comprehension. Next, they created their own quizzes instead of using pre-existing ones to ensure the assessments aligned with their instructional goals. They opted for multiple-choice questions, as they found this format to be the most straightforward and manageable. Additionally, they set a time limit and provided correct answers for each question, allowing students to see immediate feedback after responding. The time limits varied based on question difficulty to ensure students could complete the quiz without feeling rushed.

The teachers primarily used Quizizz in the classroom as a formative assessment tool after initial discussions on a topic, typically once a month. After students completed the quiz, the teachers reviewed the results with them, highlighting areas of strength and identifying questions that students found challenging. This process helped guide further instruction and addressed learning gaps effectively.

Teachers' perception of using Quizizz platform tool as formative assessment in English Foreign language learning

Based on the data gathered from the interview, The teacher explained that the Quizizz application they use has several benefits and challenges in its usage.

The use of digital platforms like Quizizz can be an effective approach for formative assessments in the EFL classroom, offering numerous benefits that enhance both teaching and learning. Its interactive, game-like format boosts student motivation and engagement while providing immediate feedback, allowing learners to apply their knowledge in a low-stakes environment. Additionally, Quizizz equips teachers with real-time data and analytics, enabling them to identify knowledge gaps, tailor instruction, and provide targeted support. The platform's automated grading and analytics streamline assessment, allowing instructors to monitor student progress efficiently and make informed teaching decisions. By reinforcing learning through timely feedback and fostering a dynamic, engaging experience, Quizizz empowers both students and educators, making the assessment process more effective and impactful. It based on the interview below:

T2: "Quizizz transforms learning into a game, making it more engaging and interactive."

T3: "The benefits include its ability to create an engaging classroom atmosphere by gamifying learning and providing immediate feedback for assessments, which benefits both students and teachers. Students can gain valuable insights into their strengths and weaknesses."

T2: "it is also very beneficial for the teacher because the result of each student will be graded automatically. Therefore, the teacher does not have to check it manually."

While the integration of digital assessment tools like Quizizz brings numerous advantages to the EFL classroom, several challenges must be addressed to ensure effective implementation. One significant technical challenge is internet connectivity, as a stable and reliable connection is essential for seamless assessment activities. Any disruptions can hinder the learning process and reduce the effectiveness of the tool. Additionally, logistical issues such as device accessibility present another obstacle, as not all students may have access to the necessary smartphones, tablets, or computers. This disparity may require additional arrangements to ensure equal participation. Furthermore, the limitations of Quizizz's free version pose another challenge, particularly in content accessibility. Since certain features, such as inserting audio or video, require a premium account, teachers may struggle to assess students' listening skills without upgrading to a paid version. These challenges highlight the need for careful planning and resource allocation to maximize the benefits of Quizizz in the classroom. It based on the interview below:

T3: "challenges include the requirement for a stable internet connection, which not all students may have access to."

T1: "not all students have access to mobile phones to participate."

T4: "Additionally, certain features like inserting audio or video into quizzes are only available with a premium account, limiting the assessment of students' listening skills without one."

IV. DISCUSSION

The implementation of Quizizz platform as formative assessment

The interview findings highlight a structured and deliberate approach taken by teachers in using Quizizz to enhance student learning and engagement. During the design phase, teachers carefully selected content focused on vocabulary, grammar, and reading comprehension—key elements in language proficiency. The implementation of Quizizz was well-planned, fostering both collaboration and healthy competition among students. Additionally, the final stage involved providing feedback and facilitating discussions, helping teachers identify students' strengths and weaknesses. This process reinforced the formative nature of Quizizz assessments and enabled teachers to refine their instructional strategies based on the insights gained.

Teachers' perceptions

One of the main benefits of using Quizizz was the increased student engagement and motivation. Its interactive, game-like format made assessments more enjoyable, encouraging active participation and a desire to improve. Unlike traditional methods that often led to passive involvement, Quizizz fostered a sense of competition and enthusiasm among students. Saputra & Rumana (2021) found that many learners viewed Quizizz as an effective tool for accelerating learning and enhancing question-answering skills in an engaging way. Additionally, the platform contributed to improved comprehension by providing immediate feedback, allowing students to identify and correct their mistakes. Rahayu & Purnawarman (2019) also noted that self-assessment through Quizizz enhanced students' understanding of grammar. Moreover, the automated grading system reduced the teachers' workload by eliminating the need for manual

result-checking, making the assessment process more efficient.

The implementation of Quizizz was not without its challenges. The reliance on stable internet connectivity posed a significant obstacle, as any disruptions in the online accessibility could disrupt the flow of the assessment activities. This technical limitation required the teacher to have contingency plans in place to ensure the continuity of the learning experience. Additionally, not all students had access to the necessary smartphones, tablets, or computers, which is very important to ensure that everyone could participate in the assessment process. This issue of digital equity required the teacher to be mindful of the potential barriers faced by some students. There are also some features that cannot be used without having a premium account.

V. CONCLUSION AND SUGGESTION

The interview revealed that English teachers at SMA Negeri 2 Ambon utilize Quizizz as a formative assessment tool by creating custom quizzes tailored to their curriculum and students' needs. They primarily design quizzes that align with the taught material, focusing on language learning objectives such as new vocabulary, different tenses, and text comprehension. The quizzes consist mainly of multiple-choice questions, chosen for their simplicity and ease of response for students. The time limits for each question are adjusted based on its complexity to ensure students have adequate time to answer more challenging items.

It also revealed the substantial benefits of using Quizizz as a formative assessment tool, particularly in terms of enhancing student engagement, improving learning and

comprehension, and providing valuable real-time data to inform instructional decisions. However, the implementation of Quizizz also requires careful consideration of the technical and logistical challenges to ensure its effective integration into the EFL classroom.

The researcher suggested that integrating Quizizz in language learning provides several benefits, including increased student engagement, improved comprehension, and real-time feedback to enhance instructional decisions. To maximize its effectiveness in EFL classrooms, educators are encouraged to incorporate Quizizz and other interactive, technology-based formative assessment tools. However, the researcher also highlighted the need to address technical and logistical challenges to ensure accessibility. Teachers can group students based on mobile device availability, while schools can provide a shared premium account for broader implementation. Furthermore, the researcher suggested that additional studies are necessary to examine the long-term impact of Quizizz on students' language proficiency, skill development, and academic performance. Future research could explore how Quizizz can be integrated with other teaching methods, such as flipped classrooms, blended learning, or project-based learning, to further enhance the language learning experience.

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