

IMPLEMENTING ONLINE QUIZ APPLICATION IN EFL CLASSROOM

Euis Nursifa Laila Nugraha¹, Salsabila², Tassya Salsabila Ramadhiani³

Suryakancana University

euisnursifalailanugraha21@gmail.com¹

salsabilamasyhuri@gmail.com²

tassyatassyasr@gmail.com³

ABSTRACT

This study presents the issues of the implementation of online quiz application named Quizziz in the Sociolinguistics course. This study aims at investigating the online assessment processes using Quizziz to evaluate students' attainment in the topic of politeness, and finding out the strength and weaknesses of the technology use for the assessment process. The data were gathered from 20 English Education students from Suryakancana University who are taking Sociolinguistic course. To achieve these aims, qualitative research design was employed. Phenomenological study was implemented where the data were obtained by understanding the participants' point of view. This research used classroom observation and questionnaire. The findings showed that three out of 20 students encountered the internet connection issue from their smartphone providers. Four out of 20 students were tricked by the multiple-choice questions. They felt rushed to finish these types of questions due to the limited time allotment. However, the rest of the students has no issues during the process. They thought that online assessment using Quizziz is more intriguing and engaging compared to paper-and-pencil quizz format.

Keywords: *Online Assessment, Quizziz Application, Sociolinguistics Course*

INTRODUCTION

To date, the development of education in Indonesia is growing rapidly as well as the technological advances. Learning evaluation is one of the essential elements in the education that currently opens to the technological expansion. Evaluation plays a massive role in the teaching-learning process (Al-Farizi, 2020). It is also continuous process and a periodic exercise. The values would be formed by judgment, educational status, or achievement of student. It helps teachers and learners to improve teaching and learning. The results of the evaluation will show students' understanding and inform teachers towards the effectiveness of teaching methods and materials.

Webb and Gibson (2015) on their research stated that assessment is part of the evaluation in teaching and learning. Assessment is defined as the systematic basis for making inferences about students' learning development. More specifically, assessment is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning development (Swan et al., 2013). Therefore, the assessment must be well prepared so that the teachers and students can carry out the teaching and learning process properly. Webb and Gibson (2015) mentioned digitally enhanced assessments involving a real experience of learning with digital media, a continued and unobtrusive performance, learning and knowledge measurement, a highly detailed and high resolution of data record analyzed and displayed in the computational ways, and real time access by students and teachers.

Julie Giuliani, an executive dean of the Virtual College at Florida Community College-Jacksonville (FCCJ), ever said that fresh assessment techniques are required to measure student learning in online classes. It is important to cultivate students' interest in the learning evaluations, as in the politeness lesson in Sociolinguistics course. This is since the learning assessments in that course oftentimes make the students feels anxious and nervous. An online learning evaluation for politeness material is supposed to intertwine game-based online application such as Quizziz. Game-based online application is chosen because almost all students are familiar with the games and the use of gadgets for students is inevitable. Students will be more interested in the assessment

process if it is illustrated by an animation that can be played. The assessment process will be less intense because of the wonderfully innovative and challenging content it provides.

This present study referred to the research employed by Al-Farizi (2020) entitled "Utilizing Interactive Online Quiz as Reading Evaluation Tool in EFL Classroom". This study focused on examining the implementation of Kahoot to senior high school students, their obstacles in using Kahoot, as well as their responses towards utilizing Kahoot as reading assessment tool. The difference between this research and the previous research can be seen from research focus. The previous research discussed more about Kahoot as learning evaluation tool in the reading class. This research, however, focuses on addressing the steps/processes of doing online assessment using Quizizz in teaching politeness, the students' responses, and also exploring the strength and weaknesses of the implementation.

THEORETICAL FRAMEWORKS

Assessment in Teaching and Learning Process

Assessment is a process in which the teacher or examiner collects information to get a score as the final result which is used to determine the level of students' comprehension or understanding in learning a material. Erwin (1991) as cited in Swan et al. (2019) states that the systematic basis for making inferences about the students' learning development in the form of identifying, selecting, planning, gathering, interpreting and using data is known as assessment. Assessments put students into real world situations and demand the application of relevant skills and knowledge, instead of just reconstructing facts, and applying standardized problem-solving procedures (Devedzic & Devedzic, 2019). In this sense, assessment highly requires high order thinking skills.

In the learning process, assessment is usually held at the end of the lesson. After explaining the learning material, the teacher gives an assignment as a way to test students' ability to understand the material. In conducting the assessment, a teacher should consider many aspects in determining the final scores of the students, teacher should also pay attention to the students participation, motivation, presentation, performance, paper, portfolio, presence, homework as an addition to the mid-semester and final semester scores (Gultom, 2016).

Technology-Enhanced Assessment

Technology has increasingly grown in the field of education over time. Currently, the assessment process is also shaped by the technology and leads to a new learning perspectives, approaches and contexts. Inevitably, the existence of technology in education brings many benefits for teachers and students. Teachers to present the materials, for instance, can utilize PowerPoint slides, so that they do not need to write anything on the whiteboard. The use of social media is currently utilized to mediate communication between teachers and students. Another example is the existence of learning applications, such as LMSs, that ease teachers and students to send and submit assignments, journals, learning videos, and many more.

Furthermore, technology also can be used to support management of assessment. According to (Hettiarachchi et al, 2013), technology enhanced assessment is the continuous electronic assessment process where information and communication technology is used for the presentation of assessment activity, and the recording of responses. It is important that the tools, processes and structures that are introduced to support technology management should aim to be robust, economical and realistic to implement, integrated and flexibel when technology assessments are carried out (Tshangela, 2014).

Crisp (2007) cited in Hettiarachchi et al. (2013) states that assessment can be classified as diagnostic, formative, and summative. Diagnostic assessment is an assessment to determine the current level of students' comprehension so that learning activities can meet students' needs. This assessment type is carried out at the very outset of the teaching and learning process. On the other hand, formative assessment is employed during the learning process. This is mainly several continuous practices for particular learning materials. These practices are mainly a performance-based that allows students to increase their level of understanding. Meanwhile, the final assessment at the end of term refers to summative assessment. This type of assessment aims at grading and judging the level of students' understanding and skills. This is to decide the learning qualification of a student.

The enhancement of technology for assessment practices is often performed as a new approach. Some technology tools are currently intertwined to define a modern assessment. Some technology-enhanced assessment formats have currently been created and widely applied, such as self-assessment, peer review, e-portfolios, e-checklists, concept maps, journal entries, digital storytelling, collaborative development projects using social web tools, presentations and discussions using e-communication tools (Devedzic & Devedzic, 2019).

Online Quiz Application

The online quiz application has been widely used by teachers as an assessment tool. By using an online quiz application, teachers can give quizzes to students practically. In addition, the online quiz application offers immediate feedback, often in the form of score automatically appeared at the end of the quiz. For online learning, one of the most suitable and intriguing evaluation methods is the use of a web-based application that offers a variety of game-based quizzes.

There are many game-based online quizzes that can be optimized as assessment tools, such as Kahoot, Quizlet, Quizziz, etc. In this study, researchers used and investigated Quizziz. As stated by Nanda, Abdul, and Daddy (2018), Quizziz is an online assessment tool as a fun multiplayer classroom activity that allows all students to practice together with their computer, smartphone and iPad. In Quizziz, multiple choice questions with a two, three or four point answers will appear on each student's screen, so that they can answer the questions at their own pace, and review their responses at the end. Quizziz also has Google Classroom integration. If the students use this as a learning management system, the quizzes can be embedded and sent to your students. This is since the links have already been authenticated and linked to the students' school emails.

EFL Classroom

English as a foreign language refers to a non-English-speaking country's learning and use of English as an additional language. EFL materials in the classroom tend to be written for learners either learning English in their country or in an English-speaking country on a short course. According to Bahous, Bacha and Nabhani (2011) cited in Al-Farizi (2020), it is a dynamic and challenging activity to motivate students in EFL classroom, involving a multitude of psycho-sociological and linguistic variables, but most English teachers will attest to the essential role motivation plays in the teaching/learning process. EFL can also be facilitated using course books, audio-visual aids, and technology-based contents.

METHODS

Research design is a research approach that provides a special procedure for the qualitative, quantitative and mixed method research (Creswell, 2014). The researcher can choose what type of data they want to gather in their research. It might be numerical, textual or both numerical and textual data. Kumar (2011) cited in Al-Farizi (2020) explained that research design is a procedural plan that the investigator adopts for valid, objective, accurate and financial answers to questions. A research design allows researchers to answer the research questions and evaluate the route of the research. Through a research design, the researcher is able to communicate the purpose of the study as well as findings.

Qualitative research is a holistic discovery approach. Anthropology, sociology, the humanities and evaluation possess historic roots for qualitative research (Creswell, 2014). The social phenomenon from the participant's point of view is an identifier of qualitative research. Qualitative research has a dramatic effect on the research strategies studied by the different techniques. Marvasti (2018) mentioned that there are five fields of qualitative investigation consisting of case study, ethnography, phenomenological study, grounded theory, and content analysis. These five fields represent research based on inductive thinking and related methodologies.

The field of qualitative investigation chosen in this research is phenomenological study. It means that the emphasis is on the perception towards the event or of the participants' situation. This study also attempts to explore the participants' experience. It is in line with the statement from Leedy and Ormrod (2001) cited in Marvasti (2018) that the purposes of phenomenological study are to understand the participants' point of views. This meets the aims of this research that focus

on examining the implementations as well as students' responses and explore the strengths and weaknesses of online assessment.

The Respondents

According to Collins Dictionary, a respondent is a person who replies to something such as a survey or set of questions. The respondents of this research were second graders of the English Education Study Program of Suryakancana University. They were 20 students in total. Practically, the respondents were asked to follow the online assessment using Quizziz, and answer a set of questions regarding the strength and weaknesses in implementing Quizziz as an assessment tools. The research took place in the language laboratory of Suryakancana University. Then the researchers spread questionnaire using Google Form and prepared the observation sheet. We chose three participants as the specific sample to get the data about the strengths and weaknesses in using Quizziz as online assessment tools.

The Procedure

Qualitative analysis seeks to understand the data and resulting themes in order to make the phenomena easier to understand. Creswell (2014) stated that data analysis is a continuous research process. It includes analyzing information from the participants, and the researchers use general analytical steps. The first step was that the researcher let the lecturer of Sociolinguistics course explain about the politeness theory. Then, the lecturer let the observers conduct the assessment using Quizziz application. The first observer gave the instruction on how to operate the Quizziz application. The second observer help the students access the Quizziz application. However, the third observer observed the class situation and fulfilled the observation sheet.

There were 11 questions in total to complete in four minutes, 20 seconds each. At the same time, the third observer observed the students' participation and engagement in doing the quiz. All of the students engaged in the quiz. They did the quiz individually and with honesty. This research activity allowed researchers to get the expected data, such as scores and the description of the situation.

The second observer, thereafter, led participants to fulfill the questionnaire by providing Google Form link. The first observer gave the instruction to the student to fulfill the questionnaire. The Google Form was shared and accessible for the students for 15 minutes. The questions were about the students' impression using Quizziz, their difficulties, their thoughts regarding the merits as well as the weaknesses, their preferences towards the assessment practices. Lastly, three out of 20 participants' responses were chosen to get the data about the strengths and weaknesses of using Quizziz as an online assessment tool.

The next step was reading throughout the data. The researcher ought to read the whole data to gain comprehensive and clear understanding towards the data. The fourth step was coding the data. The researcher coded the data to figure the major information contained from the data. Lastly, the researcher coded the data into longer and more specific description to be included in the research report.

FINDINGS AND DISCUSSION

The data collection methods used in this research are class-observation, open-ended questionnaire and document analysis. Questionnaire was chosen because it provides the researcher a deeper explanation which cannot be covered by the observation. Then, the document analysis was used to collect, process, and analyze data from the observation sheets.

The class observation used to see how the learning process carried out by the participants in the English Education Study Program of Suryakancana University. First of all, the lecturer entered the class and opened the learning activities. After that, the lecturer began to explain material about language and politeness. The lecturer also conducted a question and answer session regarding the material. The lecturer created questions related to language and politeness material on the previous day. Thereafter, the lecturer began to evaluate learning using the Quizziz application. The lecturer shared the Quizziz link by displaying it in front of the class.

The evaluation activity using the Quizziz application was started and it took around four minutes to finish. The first two minutes were spent to invite students to the Quizziz application. The remaining two minutes were spent to work on the questions. There were five questions given. Each question was to complete in 20 seconds. After all the students finished their Quizziz questions, the results of their answers as well as their scores and rankings immediately appeared.

Researchers also paid attention to the circumstances throughout the quiz. The results show that 17 out of 20 students participate well in the online quizzes. However, three participants encountered obstacles when accessing Quizziz. This was due to the technical error caused by the internet connection of their smartphone provider. Thus, they had to move their seats to get a connection.

The problem faced when implementing online quiz-based evaluations is mainly about the time limit set to each question. In the Quizziz, the time to complete each question can manually be set. Turned out that the time limit to each question was 20 seconds only. Four out of 20 students seemed to be in hurry to answer the questions. This affected the results of the answers they chose.

The four students were tricked by the questions and multiple-choice answers that presented at Quizziz application. However, this was deliberately set by teachers to test their abilities and to avoid cheating. If the students were given a time limit, students would focus on themselves and the questions they are working on. There was no time to visit or ask the results of their friends' answers. However, the rest of the students had no issues during the process. In general, what to consider in implementing online assessment are gadget availability and internet connection.

Based on the questionnaire, researchers found various responses toward implementing online quiz using Quizziz as shown in Table 1.

**Table 1. Participants' Responses towards Online Assessment
Using Quizziz**

<i>Statemen t</i>	<i>Responses</i>
How was your impression when using Quizziz?	<ul style="list-style-type: none"> • Fun and easy to access. For those who have no problem using the quiz, they just enter the code given by the instructor and then answer the questions, taking the quiz becomes fun. • Excitedly and enjoy, answers with multiple choice and in color also look immediately correct or not their answer, while listening to a relaxing tone on the quizziz application. • Panic, because there is a time limit on each question which makes them focus on the questions given.
What are the difficulties that you got when using Quizziz as online quiz application?	<ul style="list-style-type: none"> • Connection. The connection on the signal affects its loading to access. • The time limit, their focus on the questions and answers is sometimes confused when the time is running.
What are the benefits that you get using Quizziz as online quiz application?	<ul style="list-style-type: none"> • The student know the correct answer, because if the use paper, the student didn't accept the feedback • The students get more knowledge and more concentrations to answer the question because the time limit

Do you like Quizizz? Write down the reasons.	• Yes, Student responses said that it is very interesting to fill a quiz like playing a game.
Which one do you prefer, doing quiz using online application or manual?	• Most of the students' responses chose to use a quiz application for reasons including making them enjoy and focus.

As seen in Table 1, students mostly show positive attitude towards the implementation of online assessment using Quizizz. These positive responses are because Quizizz has many interesting features that can make students easier to complete the questions and feel like they are playing a game. This is in line with current phenomenon in which students in this era are attached to their smartphone and game-related activities. As a result, they will refer to their gadget to learn something. Once the learning assessment involves technology, students will be more enthusiastic to follow the assessment process.

In the era where everything is completely digital, teachers need to be more creative in doing teaching-learning activities and equalize students' interest especially in doing learning evaluation or might be weekly assessment test. In addition, it can be seen from the answers to their questionnaires that they seemed happier when doing online quizzes than conventional quizzes in paper-based form. Their concentration is only focused on the questions and answers they are working on.

Conducting online assessment using the Quizizz application gave them many new experiences while working on final assignments they usually find. Accessing Quizizz application was also very easy. It is seen from the responses of those students who do not find the difficulties and does not take long time to access it. Most students face external difficulties such as internet connection so that the quiz can only be started if the quiz participants have joined, and those who have joined have to wait for other participants to join. The other advantage of using online quiz for teachers was that it helps teachers while monitoring the assessments on the class because the students do not have time for cheating, mocking and discussing with their friends. Henceforth, the situation was under controlled.

CONCLUSION

Based on the results of this study, it was found that many students get more enjoyable experiences when working on online quiz questions than conventional questions in paper-based form. This can be seen from the students' responses. On the other hand, students also focus more on doing the questions because they are fighting against the time. The risks of cheating, rowdy, and unfavorable situations can be avoided. However, there were also a few obstacles occurred and experienced by students. Some of them feel that the technical issue is caused by the weak internet connection from their smartphone. However, this can be overcome after students moved to an area that catches the good connection.

From the data obtained, the use of online quiz applications such as Quizizz can be an alternative for teachers in teaching and learning activities. Especially when doing a learning evaluation or test. This is essential so that students do not feel bored or nervous every time a test or the learning evaluation held.

REFERECE

- Al-Farizi, I. S. (2020). Utilizing Interactive Online Quiz as Reading Evaluation Tool in EFL Classroom. *Unpublished S1 Thesis. Suryakancana University.*
- Bahous, R., Bacha, N. N., & Nabhani, M. (2011). Motivating students in the EFL classroom: A case study of perspectives. *English language teaching, 4*(3), 33-43.
- Creswell, J. W. (2014). *A concise introduction to mixed methods research.* SAGE publications.

- Crisp, G. (2007). *The e-Assessment Handbook*. Continuum International Publishing Group, London.
- Devedzic, V., & Devedzic, M. (2019). Technology-Enhanced Assessment at universities and in schools: An initiative. *International Journal of Learning and Teaching*, 11(3), 89-98.
- Erwin, T. D. (1991). *Assessing Student Learning and Development*. San Francisco: Jossey-Bass.
- Gultom, E. (2016). Assessment and evaluation in EFL teaching and learning. *Proceedings of ISELT FBS Universitas Negeri Padang*, 4(1), 190-198.
- Hettiarachchi, E., Huertas, M. A., & Mor, E. (2013). Skill and Knowledge E-Assessment: A Review of the State of the Art. *IN3 Working Paper Series*.
- Kumar, R. (2011). *Research Methodology*. SAGE: New Delhi.
- Leedy, P. D., & Ormrod, J. E. (2001). *Practical research: Planning and research*. Upper Saddle.
- Marvasti, A. (2018). Research methods. *The Cambridge Handbook of Social Problems*, 1(3), 23-37.
- Nanda, S. R., Abdul, N. B., & Daddi, H. (2018). The Use Of Quizizz Application In Improving Students' Reading Comprehension Skill At SMKN 3 Takalar. *An Experimental Research*, 1(2).
- Swan, K., Shen, J., & Hiltz, S. R. (2006). Assessment and collaboration in online learning. *Journal of Asynchronous Learning Networks*, 10(1), 45-62.
- Tshangela, M. (2014). Environmental technology assessment for enhanced green economy transition in South Africa. *International Journal of African Renaissance Studies-Multi-, Inter- and Transdisciplinarity*, 9(2), 213-226.
- Webb, M., & Gibson, D. (2015). Technology enhanced assessment in complex collaborative settings. *Education and Information Technologies*, 20(4), 675-695.