



## CHALLENGES IN UTILIZING QUIZIZZ AS A FORMATIVE E-ASSESSMENT MEDIA IN ENGLISH FOR TOUR OPERATIONS CLASS

by

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### Abstract:

*In light of seeking the proper e-assessment media, the Quizizz application may offer some features supporting the online assessment process. However, potential issues on the obstacles faced in using the application for e-assessment have yet to be deeply investigated. The current study investigated the potential challenges in utilizing Quizizz as a formative e-assessment media in English for Tour Operations class. The current study took place in one vocational higher education. Thirty-eight vocational students were invited to participate in the study, but only 30 vocational students agreed to consent. The current study applied a qualitative approach and took a case study design. Classroom observation, questionnaire distribution, and interviews were conducted to gain the data. For the data analysis, the current study implemented three qualitative data analysis phases: reducing data, displaying data, and drawing conclusions. As a result, the current study revealed that most vocational students experienced some challenges using Quizizz during the e-assessment process. They admitted that they had internet connection problems, limited time duration, device problems, and technical skill problems. It indicated that the application could raise potential problems during the e-assessment process. During the utilization of this application, the English teacher or lecturer needs to reassure the vocational students' capacity to take the e-assessment and to offer any assistance for students facing problems during the e-assessment process.*

**Keywords:** *e-assessment, English for Tour Operations, formative assessment, technology obstacles, Quizizz*

### Abstrak:

*Mengingat mencari media e-assessment yang tepat, aplikasi Quizizz mungkin menawarkan beberapa fitur yang dapat mendukung proses penilaian online. Namun, potensi masalah pada hambatan yang dihadapi dalam menggunakan aplikasi untuk e-assessment belum diselidiki secara mendalam. Studi saat ini bertujuan untuk menyelidiki tantangan potensial dalam memanfaatkan Quizizz sebagai media e-assessment formatif dalam bahasa Inggris untuk kelas Operasi Tur. Studi saat ini berlangsung di satu*

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*pendidikan tinggi kejuruan. 38 siswa kejuruan diundang untuk mengambil bagian dalam penelitian ini, tetapi hanya 30 siswa kejuruan yang menyetujui persetujuan tersebut. Penelitian saat ini menerapkan pendekatan kualitatif dan mengambil desain studi kasus. Observasi kelas, distribusi angket, dan wawancara dilakukan untuk mendapatkan data. Untuk analisis data, penelitian saat ini menerapkan tiga tahap analisis data kualitatif, yaitu mereduksi data, menampilkan data, dan menarik kesimpulan. Hasilnya, penelitian saat ini mengungkapkan bahwa mayoritas siswa kejuruan mengalami beberapa tantangan dalam menggunakan Quizizz selama proses e-assessment. Mereka mengakui bahwa mereka memiliki masalah koneksi internet, durasi waktu terbatas, masalah perangkat, masalah keterampilan teknis. Ini menunjukkan bahwa aplikasi dapat menimbulkan beberapa masalah potensial selama proses e-assessment. Disarankan bahwa, selama pemanfaatan aplikasi ini, guru atau dosen bahasa Inggris perlu meyakinkan kapasitas siswa kejuruan dalam mengambil e-assessment dan menawarkan bantuan apa pun bagi siswa yang menghadapi masalah selama proses e-assessment.*

**Kata kunci:** *e-assessment, English for Tour Operations, formative assessment, kendala teknologi, Quizizz*

## INTRODUCTION

Ever since the introduction of the World Wide Web in the 1990s, people in education have created and proposed various forms of e-assessment (Alruwais et al., 2018). With the global pandemic happening around the world, the need and urgency to create and apply e-assessment in schools and educational institutions has increased significantly (Topuz et al., 2022). Even after the global pandemic was declared to end, e-assessment is still widely preferred as it provides various benefits for students, teachers, schools, and educational institutions. Ghouali et al. (2020) argue that e-assessment offers flexibility and adaptability for both teachers and students. Through e-assessment, students do not have to travel to test locations as they can take it from any place as long as they have a device and internet connection. More students can also take the assessment in a one-time frame as the capacity of the test locations does not restrict it. Concerning this, tests and assessments can be less costly as most can be accessed for free, schools do not have to print out test books, there is no need to hire people to supervise the test on-site, and students do not have to spend money on transportation fares. Furthermore, Appiah and Tonder (2018) add that e-assessment enables immediate feedback and scoring, which means that teachers do not have to spend time marking the test result, and students can quickly analyze and reflect on the result of their performance.

E-assessment can be conducted through websites, learning management systems, and applications. Some of the popular learning management systems are Google Classroom, Moodle, and Edmodo (Rinanda et al., 2021). Meanwhile, some commonly used websites for e-assessment are Google Form (Rinaldi et al., 2022), Mentimeter (Gokbulut, 2020), Canvas, and Kahoot! (Guspatni & Devi Aulya, 2023). These different platforms offer different features, thus resulting in different benefits for teachers and students. Edmodo, for example,

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has features such as assignments, discussions, and polls where students can submit their assignments, get teacher feedback, and discuss the material and topics in class (Aminah et al., 2021). E-assessment has been proven effective through platforms such as Edmodo; it gives students higher motivation and makes them less anxious during the assessments (Etfita, 2019). Meanwhile, websites such as Kahoot! Are platforms where students can learn while playing games in groups or individually. Teachers can create quizzes in the form of multiple-choice questions and choose questions from the website's question bank (Tenau et al., 2019).

Another popular online medium used in language learning is Quizizz. It is a game-based application where teachers can create quizzes with different types of questions, which can be accessed for free (Munawir & Hasbi, 2021). Students can join the quiz anytime and from any place using devices such as laptops and smartphones (Pham, 2023), and they can see the result immediately after finishing the game (Dwinta & Supriya, 2020). Quizizz is usually used in classrooms for short games and quizzes to increase the students' focus and motivation during the learning process. It helps teachers make the class livelier and more competitive as after each question, it will show each participant's current score and position. Besides, it can also be customized to follow the student's or teacher's pace and speed. At the end of each quiz, Quizizz also provides reports to show detailed analysis (Munuyandi et al., 2021) of the students' level (Ccoa et al., 2023), which can help teachers and parents to monitor the student's progress during the learning process (Prasongko, 2021). With these features, Quizizz can also be a prospective application to us as an e-assessment media. Not only gamification during classes, but it also has the potential to be applied as an e-assessment and final evaluation.

Various studies have been conducted on using Quizizz in language learning. A study reveals that using Quizizz can increase students' engagement and participation during learning (Sulaiman & Ramadhana, 2022). Besides, another previous research describes how Quizizz can increase the intrinsic motivation of Students learning English during the pandemic. It reveals that the use of the website indeed positively affects the students' motivation in the learning process (Predyasmara et al., 2022) and engages them to study better (Wulandari, 2022). Furthermore, a similar study on the platform's application in classrooms was also conducted. However, it focused on the gamification of Quizizz in EFL classrooms and how it affects the students' motivation. The research shows that the gamification of Quizizz both

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intrinsically and extrinsically motivates students in the classroom (Jiménez-Sánchez & Gargallo-Camarillas, 2020).

All previous studies lost students' motivation, perception, and engagement after applying Quizizz in the classroom. Meanwhile, none of the studies examine using Quizizz as an e-assessment medium in EFL classrooms. Besides, identifying the challenges of Quizizz utilization as a formative assessment still needs to be improved. Therefore, this research analyzes the challenges in using Quizizz as an e-assessment media. The research question in this study is: What are the challenges in using Quizizz as an e-assessment media?

## **METHOD**

### ***Design***

The current study applied qualitative research with a case study design To identify the challenges occurring in Quizizz utilization as a formative e-assessment media in English for Tour Operations class. The selection of this research design is derived from the features provided in the current study applied qualitative research with case study design, including the boundary of space and time, which focuses on a specific periodic of time, and the data could be gained in a natural context (Bassegy, 1999).

### ***Participant***

The current study involved 38 vocational students in obtaining the data. These students were selected through purposive sampling; they were fourth-semester students enrolled in English for Tour Operations class in Politeknik Negeri Bali. These students have learned several topics related to English for Tour Operations practice, such as recommending tourism destinations, explaining tour itineraries, promoting tour packages, and handling tour reservations.

### ***Instrument***

In collecting the data, the current study employed three research instruments, i.e., observation sheet, questionnaire, and interview guide. The observation sheet was employed to record some obstacles or challenges faced by the students during the Quizizz utilization as a formative e-assessment media. The questionnaire was used to gain students' experience using the Quizizz as a formative e-assessment media. The questionnaire consisted of three questions, including two close-ended questions and one open-ended question. The close-

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ended questions identify whether the students prefer to use Quizizz as a formative e-assessment media and whether the students faced any obstacles in using Quizizz as a formative e-assessment media.

Meanwhile, the open-ended question identifies students' challenges in using Quizizz as a formative e-assessment media. Furthermore, the interview guide was employed to gain some confirmation and clarification from the participants whose answers could be more straightforward or more apparent in the questionnaire sheet. Both the questionnaire and interview guide are constructed in Bahasa Indonesia to let the vocational students express their opinions and ideas accurately.

### ***Data collecting technique***

The study applied three data-collecting techniques. The first technique applied was classroom observation. Classroom observation was conducted for seven meetings to gain the vocational students' attitudes and behavior toward using Quizizz as a formative e-assessment media. Specifically, the researcher identified the challenges of implementing Quizizz as a formative e-assessment media on vocational students' views. The observation recorded specific behaviors that the students may not be aware of during the teaching and learning activity (Brikci & Green, 2007). The second technique applied was questionnaire distribution. The questionnaire was distributed to collect data on the students' experience using Quizizz as a formative e-assessment media, especially when facing obstacles or difficulties. The questionnaire was distributed online at the end of the seventh meeting. The vocational students were required to fill out the questionnaire in fifteen minutes. Based on the collected responses, 30 students filled out and filled in the questionnaires. The third technique applied was an interview. The interview was conducted to confirm and clarify certain statements made by the vocational students that are unclear or too short, such as "it is difficult," "hard," or "many." The interview was conducted several days after the online questionnaire was distributed. The vocational students' responses were recorded during the interview, and interview transcriptions were later made.

### ***Data analysis technique***

In analyzing the data, the current study implemented a sequence of qualitative data analyses, i.e., data reduction, data display, and conclusion drawing (Miles et al., 2014). In data reduction, the obtained data were selected, and any data redundancy was omitted. The data

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display was distributed into categories, i.e., students' preferences, experience in facing obstacles, and challenges in using the Quizizz as a formative e-assessment media, and displayed into tables and some narration. In this phase, the frequency of students' preferences and experience in facing obstacles were calculated. Last, in conclusion, the data were compared to prior studies and theories, and further interpretation of the current phenomenon was also conducted.

## FINDING AND DISCUSSION

### *Finding*

Regarding the challenges vocational students face in using Quizizz as a formative e-assessment media, most students admitted that they experienced some obstacles during the assessment process with Quizizz. The questionnaire survey found that 22 of 30 vocational students (73.33%) experienced some obstacles in using the application as the e-assessment media and the other eight did not find any (see **Table 1**). Quizizz may have some potential issues that could hinder the e-assessment process.

**Table 1.** Vocational students experiencing obstacles during Quizizz utilization (N=33)

Question	Yes	No
Did you face or experience any obstacles with Quizizz during the assessment process?	22 (73.33%)	8 (26.67%)

Further investigation was conducted to gain specific information related to the types of challenges or obstacles faced by the students during the utilization of Quizizz as a formative e-assessment media in English for the Tour Operations class. It was revealed that three kinds of challenges are occurring in the e-assessment process with Quizizz: internet connection problems, short time duration, device problems, and technical skill problems (see Table 2 in the appendix 1).

From further explanation given by the vocational students, two significant obstacles were faced by these students while using Quizizz as a formative e-assessment media in English for Tour Operations class. The first major obstacle is the internet connection problem, as half of the total vocational students admitted that they experienced the internet connection problem, and the second major obstacle is the limited time duration, with a total of nine

students admitting it. Meanwhile, two other obstacles faced by the vocational students, i.e., the device problem and technical skill problem, are categorized as minor problems since only a few students experienced it.

### ***Discussion***

The current study has identified the challenges in utilizing Quizziz as a formative e-assessment media in vocational education classes. Most of the vocational students admitted that they experienced several challenges during the quiz session. Three kinds of challenges occurred during the investigation, including internet connection problems, short duration, device problems, and technical skill problems. Regarding its tendencies, internet connection problems and short duration are classified as significant challenges, while device and technical skill problems are minor. Regarding the phenomenon, another study revealed similar findings; a few students had problems using Quizziz as they were not familiar with the application, and one student had visual impairment, but it did not hinder the majority of students from using Quizziz (Sulaiman & Ramadhana, 2022).

Further discussing the first significant challenge, the vocational students admitted they experienced bad internet connection several times. Their phone got buffering, and they could not answer the questions. Regarding lousy internet connection, having internet-based media in the classroom may create a new challenge for teachers and students. One study reviewed that internet access also influences the score achieved by the students in Quizziz. It was identified that a slower internet connection phone requires more time to reload the web page (Niek & Abdul Aziz, 2022). Thus, the sense of fairness may become one of the critical issues in using internet-based applications as a tool for assessment.

Regarding this phenomenon, the low internet connection may be caused by the students' internet provider, which only provides a limited quota for applications or insufficient Wi-Fi provided by the institution. Both potential causes may arise due to insufficient financial support or infrastructure (Hartman et al., 2019). Similar to the current finding, in another study, connection problems also occurred in Kahoot! Application (Ekinici, 2020). It indicates that the internet connection problem occurs on Quizziz implementation and other online-based education applications.

Regarding the second major challenge, having limited time became a burden for several vocational students in having e-assessments using Quizziz. These students agreed that

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30 seconds was insufficient to answer one question as they needed more time to read the question and the options provided. As a formative assessment, a shorter time is required as the assessment process is more straightforward (Surip et al., 2021). However, as the program is utilized as an educational quiz tool, the English teacher or lecturer needs to be aware of the rule, which amount of time also becomes one of the considerations in automated score calculation; the less time they answer, the better score they get. With this automated scoring system, the students will answer the question in a rush, and they might miss some details of information provided in the question (S.16), or their anxiety level arise (S.6). This is also one of the concerns a prior study (Niek & Abdul Aziz, 2022). It was highlighted that, with the limited time to answer the question, the students could get distracted easily by the running time and accidentally tap the wrong answer. Therefore, the length of time indirectly influences students' focus in answering the question and their anxiety level.

Concerning the device problem, one vocational student admitted that she had a problem with their devices while accessing the Quizziz application. Her phone kept lagging during Quizziz time (S.22). Using a smartphone as a learning device is considered a beneficial option by teachers or lecturers since the smartphone has already integrated some features to support the learning process (Alzubi, 2019). However, as Quizziz can be accessed from any device, the English teacher may provide options for the vocational students whether they want to take the quiz from laptops or smartphones (Pham, 2023). Having flexibility in accessing Quizziz on various devices may decrease the chance of having device problems.

Another challenge revealed in the current study is the technical skill problem. The technical skill problem found in this study referred to the incapability of the vocational student to access the application. One of the vocational students admitted that she had low capability in technological skills, especially dealing with mobile applications (S.8). Similar findings also occurred in a prior study, which also revealed that some students are not familiar with the Quizziz application (Sulaiman & Ramadhana, 2022). The unfamiliarity may happen as the students need to gain experience using similar applications during their high school or prior learning experience. Therefore, to avoid this kind of problem, one study advised letting the students explore the application before the class with their peers and have peer-to-peer training to encourage self-study (Carman, 2020).

## CONCLUSION AND IMPLICATION

### ***Conclusion***

With the existence of technology, the assessment process could be conducted online. Various applications may be utilized to fulfill the need for e-assessment in the classroom, Quizzes, as one online educational quiz platform, could offer its potential as a medium during the formative e-assessment process. However, the English teacher and lecturer must know of obstacles or challenges while using the application as a formative e-assessment medium. The current study identified that most students experienced obstacles in the formative e-assessment process.

Furthermore, it revealed three potential obstacles in utilizing Quizziz as a formative e-assessment media. It includes a lousy internet connection, limited time duration, and device problems. Therefore, to avoid the obstacles, it is suggested that the English teacher or lecturer check students' preparation before having a formative e-assessment in the classroom.

### ***Limitation***

Regarding the limitation of the study, the current study focused on one scope only, i.e., vocational students in English for Tour Operations class. Different results may occur in different subjects, especially in engineering or computer programs. Moreover, the study only took vocational students as participants. The other potential obstacles to using Quizziz as a formative e-assessment medium might be identified by investigating the English teachers' or lecturers' voices.

### ***Implication***

Unraveling the challenges experienced by the vocational students reflected some potential issues in using the quiz as a formative e-assessment media. It implied that, during the utilization of this application, an English teacher or lecturer needs to reassure the vocational students' capacity to take the e-assessment and to offer any assistance for students facing problems during the e-assessment process, such as having a bad internet connection or device problem.

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Appendices

**Table 2.** Summary of the responses on the challenges faced during quizizz utilization (n=22)

Question	Dominating Tendencies	Related Answers
<p>What obstacles or challenges did you face during the assessment process with Quizizz?</p>	<p>Internet connection problem – 11 answers (50.00%)</p>	<p>“I experienced bad internet connection. While opening Quizizz, sometimes it got buffering for few seconds and I become anxious and lost my focus in answering the quiz.” (S.12)</p> <hr/> <p>The challenge is that the internet connection needs to be recovered. In some quiz times, I got a signal lost, and I needed help to answer several questions. It is unfair because it is not my fault. I can answer the questions, but because the signal is lost, I cannot click the apps." (S.3)</p> <hr/> <p>“The problem is just the internet connection, sir. My phone sometimes got buffering for few seconds while answering the Quizizz. It made me mad, especially if we answered it together. The other has already started to answer the quiz, meanwhile I need to wait for few seconds more. It decreased my time duration.” (S.18)</p>

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Question	Dominating Tendencies	Related Answers
	Short time duration – 9 answers (40.90%)	<p>“The time duration is too short. It made me tense and panic.” (S.6)</p> <p>“The challenge is the short time, sir. We need more time to read the question, because it is all in English. It should have additional time, not 30 seconds.” (S.15)</p> <p>“I got panic, sir. Sometimes, I did not read the questions carefully, because the time duration is too short. I read it quick but forget to check the details of the questions or the options.” (S.16)</p>
	Device problem – 1 answer (4.55%)	“My phone got lagging when I open the Quizziz. So, it took more time for me to get into the Quizziz and I did not answer several questions as they had been skipped in the beginning.” (S.22)
	Technical skill problem – 1 answer (4.55%)	“The problem is I do not really know how to use the application. It made me confused because I cannot login into my account for many times.” (S.8)