

Quizizz as an E-Assessment Media for English for Tour Operations Class: Vocational Students' Voices

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ABSTRACT

With the rapid development of technology, the current education requires technology integration, not only for knowledge transfer, but also learning assessment. E-assessment, as one of technology-based assessment, offers feasibility for educators to evaluate students' learning progress. With updated features, Quizizz has a potential to become an alternative media for e-assessment in the classroom. This study aimed at identifying students' perceptions on the quiz modes offered by Quizizz as a media for e-assessment in English for Tour Operations class. The total of 30 vocational students was invited to participate in the study. A qualitative study with case study design was employed during the study. The data were collected through observation, questionnaire, and interview, and they were analyzed through three steps, including data reduction, data display, and conclusion drawing. The result showed that most of the students perceived Quizizz positively as an e-assessment media. Furthermore, majority of the students preferred to have instructor-paced mode during the assessment rather than the classic mode. It is due to the better comprehension on the following discussion and the low risk of cheating as all students answer the question altogether. It implied that the utilization of Quizizz as an e-assessment media could elevate students' cognition on the learning during the assessment process.

Keywords: e-assessment; English for tour operations; Quizizz; vocational students

INTRODUCTION

Learning English in vocational institutions is different from General English (GE) in universities as a theoretical subject. This English learning concerns more on acknowledging the students with special terminologies and jargon occurring in the work field to pursue their goals and be closer to what they dream of being (Luo & Garner, 2017; Rahman, 2015; Sari et al., 2021). The students also focus on learning the standard operational procedures in accomplishing certain duties in specific areas. Thus, different strategies for learning, teaching, and assessing English competence should be applied. English for Specific Purposes (ESP) is learned as a tool of communication at work rather than a set of grammar study. It is why teaching ESP is known as demanding work of teachers starts from pre-activities, whilst and post-activities.

Currently, with the rapid growth of technology, the teaching and learning activities in the classroom get more attractive. Utilizing technology in the classroom allows teachers to easily distribute learning materials and send them directly to students' personal devices (Alzubi, 2019). It assists the teaching process to be more effective in sharing the information needed. Furthermore, the integration of technology in teaching practices gets equal benefits for the students. The learning materials become accessible anywhere and anytime, as long as they have a decent internet connection. Other learning materials could be from any credible source such as scientific journals or digital libraries on the websites through internet (Justin & Jaisankar, 2021). Besides, the current generations, Generation Z (born 1995-2010) and Generation Alpha (2011-2024) reject anything conventional because they think it is boring and unattractive. Thus, technology could enhance English classes to be more engaged and make students to be more motivated to perform better. The use of technology assists the teacher in preparing the teaching media and encourages classroom activities (Alshraideh, 2021). Thus, old-fashioned perspective that collaborate with technology is

complicated does change into the belief that technology could boost the material delivery and students' engagements (Waluyo & Apridayani, 2021). It is also believed that efficiency of teaching learning process could be accomplished due to instant impact obtained (Umaroh & Nuswantoro, 2019). Teachers and lecturers could pack up the lesson into attractive and motivating learning medias by serving them in some forms (Rahayu, 2020), such as pictures, video, audio, or PowerPoint presentation. Integrating technology into the classroom also creates a positive and competitive learning environment for students. Technology-based learning media encourages students to learn (Mahardika et al., 2021). It increases the interest in learning and promotes enthusiasm for active participation in the teaching-learning and assessment process (Christina et al., 2021; Nova, 2021).

Most of the teachers and lecturers, especially the older generation think that technology integration could only be possible for online class where both parties of students and teacher interaction is assisted by various device. However, in fact for face-to-face meeting, the integration of technology produces not only classroom activities, but also students' engagement, observable facial expression made, and many participations of the students (Yong & Rudolph, 2022). From the students' perspective, the use of technology could get the students review the results of their achievements at their own pace. It encourages self-directed learning where the responsibility is also in the students. Due to the friendly interfaces, students implicitly think that the test is like game simulation (Alruwais et al., 2018).

At the end of the lesson, daily assessments are needed to conduct due to measuring the comprehension to certain topic of the day. With the integration of technology, teachers and lecturers could employ digital assessment or e-assessment. E-assessment, which provides many advantages in education, is on the spotlight for creative display and engagement for students. After administering the assessment, teachers and lecturers have to check the results. If the assessments are in objective form, they need to sum up the scores and analyze to know the understanding and give feedbacks, which commonly considered such a long journey to finish. However, digital assessment with the technology integration could save time in checking and analyzing the results yet have more time in giving more detail classical or personal feedbacks. The result files are stored in the account of the assessment platform and could be accessed easily if teachers or lecturers want to have crosscheck. Schools or colleges usually make a special account and subscribe the premium package for administering the assessment which is could be used for all of the teachers. Not only one, the utilization of more than one application to conduct assessment could be possible and considered as a good choice that varies the interfaces and forms of assessment. Some suitable applications for assessment are Kahoot! (Ekinci, 2020), Google Form (Saleh Alharbi et al., 2021), Quizlet (Carman, 2020), Quizlab, and Quizizz.

As one educational application, Quizizz could also be considered as an e-assessment media with abundance of features. The basic account of Quizizz have sufficient features to make some forms of questions such as, multiple choice, checkbox, fill-in-the-blank, poll, and open-ended questions. The teachers could determine the number of questions and enhance the play's visuals by inserting some pictures. Additionally, discussing the engagement caused by the friendly competition, Quizizz could be accessed by the teacher and the students at no cost. Moreover, it provides detailed results after the play, such as the average score, overall score in a leaderboard, time taken to answer a question, and the most problematic questions answered and how long the time taken to answer (Göksün & Gürsoy, 2019; Yong & Rudolph, 2022).

Prior studies have also identified the utilization of Quizizz is highly recommended related to its dynamism. Gamifying the lesson, the students showed a positive attitude and appreciated the process of the activities during the class. It is due to the friendly competition and the challenge that are well-socialized (Yildirim, 2017). Another study also identified the comparison of gamification applications in learning (Göksün & Gürsoy, 2019). It was identified that the uprising-trend gamification could drive the flow of the class to increase motivation and engagement, not to make the process complicated, but assure that fun and enthusiasm are the experiences they go through.

However, the study only focuses on investigating the utilization of Quizizz as a media for gamification in the learning process, not as a learning assessment.

Realizing the limited studies in identifying the potential of Quizizz as an e-assessment, the current study aimed at investigating the utilization of Quizizz as an e-assessment media. The current study focuses on identifying the students' perception on Quizizz modes features to support the process of e-assessment in the classroom; instructor-paced mode or classic mode. Thus, the research question proposed on this study is:

- 1) How is the vocational students' perception on the modes of Quizizz utilized as an e-assessment media?

METHODS

The current study applied qualitative research with a case study design. The selection of this research design is due to the scope investigated during the study, in which the case study design enables the researcher to conduct a deeper investigation on a certain phenomenon, setting, or individuals by analyzing the data based on its issues or themes (Creswell & Creswell, 2018). Regarding the case taken, the current study took place at the State Polytechnic of Bali. The total of 38 vocational students was invited to participate during the study. These students were selected purposively based on their educational background; they were fourth semester students from Tour and Travel Operation study program taking the English for Tour Operations. These students have no experience in using Quizizz in the classroom during the teaching and learning activities in the previous semester.

In gaining the data, the current study conducted classroom observation, questionnaire survey, and interview. The classroom observation was conducted during the Quizizz utilization in the classroom. During observation, the data related to the students' attitude toward the utilization of Quizizz were recorded on an observation sheet. Then, at the end of the classroom, the online questionnaire was distributed to the students. The questionnaire consisted of two questions; one close-ended question which identifies the students' preference on the Quizizz mode and one open-ended question which identifies the reason of the Quizizz mode selection. From the total of 38 students, only 30 students filled the online questionnaire form. Furthermore, an interview was also conducted as an additional data collection steps. The interview was conducted to gain some clarifications from some students who made ambiguous or unclear statement on the questionnaire. Both questionnaire survey and interview were conducted in Bahasa Indonesia to gain more accurate answer from the students.

After collecting the data, the data were analyzed through qualitative data analysis. The data were analyzed through three phases, including reducing based on their themes and categories, displaying the data through table and narration, and drawing conclusion with some data interpretations (Miles et al., 2014).

RESULTS AND DISCUSSION

Results

As an e-assessment media, Quizizz application offered two modes. The first mode is the instruction-paced mode, which enables the students to answer the questions one-by-one under the lecturer's instruction, followed by an immediate discussion for each question. Meanwhile, the second feature is the classic mode, which allows the students to answer the questions based on their pace and after all students answer all questions, the lecturer discussed the all questions at once.

TABLE 1. Vocational Students' Preferences on Quizizz Mode

Instructor-Paced Mode	Classic Mode	Total
20	10	30
66.67%	33.33%	100

Regarding these features, the current study has identified the vocational students' preferences on Quizizz mode used during the e-assessment which could enhance their comprehension toward the learning topic more. Based on the questionnaire survey, 20 of 30 vocational students selected instructor-paced mode and 10 others selected the classic mode (see **Table 1**). It indicated that the vocational students perceived that having the instructor-paced mode gives them better comprehension toward the learning topic in the classroom.

To gain deeper insight on the current phenomenon, this study also identified the vocational students' impression toward the Quizizz mode preference. In the enlightenment of the instructor-paced mode preference, majority of the vocational students who selected the instructor-paced mode mentioned that they could learn better by having an immediate discussion after each question. Five of them highlighted that the one-by-one question pace made them realize their mistake and they could gain better explanation on the problem.

"Answering together each question one by one and discussing each question can help students evaluate all the wrong questions as a whole for the material being taught" (S.16)

"I think that we can immediately find out where our mistake was and the cause of the mistake. By discussing the questions one by one, we can answer the next question better" (S.20)

"My reason is because if we discussed it question one-by-one, I still remembered the question and my answer. So, it is easier to understand rather than we discussed it all questions at the end (S.30).

On the other hand, three other students confirmed that the instruction-paced mode made the class livelier and challenging at the same time.

"Because, when we answer it together, it makes the learning atmosphere much lively" (S.7)

"Because using Quizizz is more fun and makes students have to understand more about the material that will appear in the quiz" (S.18)

"Because, in my opinion, answering together is more fun than answering alone as a whole. So exciting to wait for the answer appear on the screen" (S.12)

Meanwhile, two other students highlighted on the fairness during the e-assessment process. They mentioned that the instructor-paced offer lower risk of cheating since they need to answer the question at the same time.

"Because, if we answer the questions together at the same time, no student will cheat. They have no time to look to their left or right side or peek other's answer" (S.1)

"Because we can't cheat, sir. After we answer the question, the screen is changed. So, my friends cannot see my answer" (S.24)

In addition, another student confessed that by having one-by-one question during the instructor-paced mode, she felt less sleepy in the class.

"Because I can understand the lesson better if we discuss it immediately. And also, I don't feel sleepy during the class, because I need to stay awake for the next question" (S.13)

Different from the instructor-paced mode, the vocational students who selected the classic mode had different impression toward the Quizizz mode. Majority of them argued that having the classic mode could enable them to evaluate their learning progress independently. Three of them also highlighted the positive impact that they gained during the classic mode, in which it increased their focus while answering the question.

"Because it will be better if the students do the quiz first and let them do it by themselves. So that, they know their capacity in English lesson. Then, at the end, we discuss it and evaluate the mistakes together" (S.9)

"It is since I can stay focus on answering the questions. If we discuss it one-by-one, my concentration in answering the questions is decreasing" (S.4)

"To make my friends putting their effort in answering the questions by themselves first. So that they can focus answering the questions by themselves" (S.17)

Meanwhile another student stated that the classic mode offered longer time to answer the question. It helped her and made her have less pressure on time limit while answering the question.

"Because I need more time to answer the questions. Sometimes, I don't understand the question. If we used classic mode, I can think longer and still have a plenty of time. Meanwhile, in the other mode (instruction-paced mode), one question is limited to 30 seconds. So, I have to read the question in rush and answer it in rush" (S.29)

Discussion

Selecting proper media in conducting an e-assessment in the classroom could be a challenging decision for teacher and lecturer. Quizizz application, as an e-assessment media, offers two types of quiz modes, i.e. instruction-paced mode and classic mode. Each mode has different regulation and implementation in the classroom. Regarding the types of the quiz mode, the vocational students perceived that having the instructor-paced mode gives them better comprehension toward the learning topic in the classroom.

In instruction-paced mode, the students answer the questions one-by-one under the lecturer's instruction and at the end of each question, the lecturer gives feedback and conduct discussion. During the study, it was revealed that the vocational students admitted that they gain better comprehension during the utilization of instruction-paced mode. The students emphasized that they could realize their mistake and evaluate their own learning progress. This phenomenon could be occurred since the lecturer gave an immediate feedback and discussion for each question. The immediate feedback feature provided in Quizizz allows students to know their own strengths and weaknesses which result in better learning output (Niek & Abdul Aziz, 2022). Thus, English teachers need to be more proactive about giving feedback on students' work, since feedback will help students to understand why their answers were wrong and how they could improve their English capacity (Inayati & Waloyo, 2022).

On the other hand, it was also found the utilization of instruction-paced mode made the class livelier and challenging. As Quizizz can also be categorized as an educational game-based application (Fakhruddin & Nurhidayat, 2020), it may create more competitive atmosphere in the classroom (Amalia, 2020). With the leaderboard feature provided in this application (Suharni et al., 2021), Quizizz encourages the students to get the first rank and boost the feeling of competition among the students (Niek & Abdul Aziz, 2022).

Moreover, the findings also unraveled that the instruction-paced mode offered lower risk of cheating during the assessment. With the instruction-paced mode, the students need to answer a single question in certain period of time, i.e. 30 seconds. The faster they answer the question, the better point they get. After the students answer the question, the screen will change into loading screen. As a result, the students could not see their own answer or others'. Thus, it may limit the chance of cheating during the utilization of Quizizz in the classroom. Interestingly, another scholar also found the same issue regarding the low possibility in cheating using the Quizizz application. The Quizizz application provides shuffled questions and answers features which could decrease the possibility of students to cheat one to another (Amalia, 2020). Thus, the utilization instruction-paced mode in Quizizz could increase students' honesty in answering the questions and reducing the chance of cheating.

In addition, the utilization of instruction-paced mode also tended to decrease the sleepiness in the classroom. One student admitted that *"And also, I don't feel sleepy during the class, because I need to stay awake for the next question" (S.13)*. During the implementation of instruction-paced mode, the students need to stay focus in answering question. They have 30 seconds to answer a single question and have a little break time before the next question. Though, during the break time, they also need to listen to the lecturer's feedback and join the classroom discussion. Thus, this situation could make the students feel tense, but, positively, charge their focus to accomplish the assessment and also the evaluation process. Regarding this phenomenon, prior study identified similar finding. It was found that the implementation of Quizizz made the student did not feel sleepy during the lecturer's explanation since she wanted to achieve the first rank in Quizizz (Predyasmaria et al., 2022). It indicated that the implementation of Quizizz could enhance students' focus during the learning activity, starting from learning material discussion until assessment process.

Even though majority of students tend to gain better comprehension in instruction-paced mode, the study also revealed some positive impacts given by the classic mode implementation. In the classic mode, the students answer a full-set of questions individually and after all students answer all questions, the lecturer conducts a discussion session. With this kind of assessment pattern, the students have a chance to proceed the assessment independently and solve the question based on their pace. This e-assessment mode could encourage the students to have self-regulated assessment process and responsibility in accomplishing their quiz (Inayati & Waloyo, 2022). Indirectly, the utilization of classic mode in Quizizz could also promote students' learning autonomy. However, in some case, the students still need assistance to operate the Quizizz. In one study, it was found that some students were not familiar to the application and one student had visual impairment (Sulaiman & Ramadhana, 2022). Therefore, the teacher and the lecturer may implement the classic mode to encourage students' independence, but, still, students may need to get used to using the application to minimize constraint usage during the assessment process.

Furthermore, the implementation of Quizizz classic mode could also reduce time pressure. It is admitted by one student who highlighted the unlimited duration given during the classic mode. Different from the instruction-paced mode which is limited 30 seconds per question, the classic mode offers more flexibility for the time duration. The lecturer set the whole quiz at once, i.e. 10 minutes, and let the students finished the quiz based on their pace. With the flexibility of time in answering the quiz, the students can spend longer time on difficult question and shorter time on easy question. Thus, it reduces students' anxiety in answering the questions. Regarding students' anxiety, prior study also highlighted this issue as one of the benefits on implementing Quizizz in the classroom. As the application is user friendly and easy to access, it makes the students prefer to have Quizizz rather than exercise on paper (Suharni et al., 2021).

CONCLUSION

The use of technology in assessing the learning progress of vocational students through e-assessment could bring some benefits. Quizizz could create a positive atmosphere for learning when the e-assessment is introduced in the classroom. With the two modes provided, the majority of vocational students tended to gain more positive effects in the instructional mode than in the classical mode. They perceived the application in a positive way because the instruction-paced mode could make them realize their mistake immediately, create an exciting assessment process, provide a low risk of cheating, and reduce the boredom of the assessment process. On the other hand, the classic mode also offers some advantages for the assessment of students' learning progress, i.e. the possibility of learner autonomy and the reduction of time pressure. Thus, Quizizz has the potential to become an e-assessment medium, especially for vocational education and training, and it is recommended for English teachers and lecturers to use this application in order to create a positive assessment process in the classroom.

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