The Use of Quizizz in Language Learning and Teaching from the Teachers' and Students' Perspectives: A Literature Review

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Article Info	Abstract
  Review Article	In the 21st century, we live in a digital world, hence education should keep up with the technology to attract the attention of students. Online applications like Quizizz play a crucial role in English language learning and teaching, and so they ought to be integrated into education. The present study is a systematic review that focused on specific research published from 2018 to 2021. The purpose of this literature review is to investigate what the current literature tells us about the effectiveness and role of Quizizz and to define teachers and students' perspectives towards Quizizz. The results of the present study indicate that (1) Quizizz is effective and plays an important role in English language learning and teaching, and has positive effects on English learning and teaching, and (2) teachers and students' perspectives towards Quizizz are positive.

1. Introduction

In today's digital era, with the advancement of Information and Communication Technology (ICT), traditional learning has been mostly replaced by e-learning. It is an undeniable fact that technology plays an important role in English Language Teaching (ELT). We as English language teachers have to keep up with technology because it is obvious that learners in the 21st century have an intense interest in technology. Provided technology is integrated into the learning environment, it can be useful for students (Chang & Lehman, 2002). It is an apparent fact that provided that teachers stay behind the times, unfortunately, they will not be able to attract students' attention and provide effective learning. In other words, we live in an information age, thus it is our duty to keep in step with technological devices. Computers and mobile phones as some of the technological tools that have been preferred in ELT for a long time. However, regrettably, it can be proposed that English is still taught by using only traditional methods or materials in some schools where technology cannot be employed. Beatty (2013) stated that activities in CALL (Computer-Assisted Language Learning) encourage learners to investigate language instead of being passive recipients of language and thanks to CALL, they can be active participants in English language learning. In recent years, a lot of teachers have been utilizing Web-Apps for various

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reasons. These applications can contribute to motivation, interaction with the students' classmates, instant feedback and save time. A lot of researches have revealed that the use of computer technology has a favorable impact on all the language skills (listening, reading, speaking, writing) (Tsai, 2003) and has ended in increased motivation (Chang & Lehman, 2002), self-concept (Stepp-Greany, 2002), and confidence (Chu, 2004). In addition to these contributions, Web-apps also provide authentic materials and the learners can access a lot of sources instead of being dependent on only one source. This helps learners broaden their horizons. Furthermore, learners have different types of intelligence and to meet their needs, integrating these applications into classes is very crucial in this respect. There are numerous applications that can be used in foreign language classes. These include vocabulary, grammar quizzes, games, dictionaries, and so on, and can be accessed with an only click. Thus, teachers can adapt these applications for their classes. The process of language learning can be richer and more fruitful by integrating them into education.

Quizizz is one of these e-learning Web-apps. It is utilized by educators to form online quizzes that are common these days (Basuki & Hidayati, 2019). Quizizz is a competitive game and the students give answers to the questions prepared by the teachers. The learners can keep track of their progress as they can take the online quizzes time and again (Rahayu & Purnawarman, 2019). Teachers create online quizzes interactively and thanks to taking part in the activities by using their devices, the students learn actively and in an interactive manner (Zhao, 2019). Hence, it is a fact that for learners, Quizizz is a useful and entertaining application to manage self-access learning. In self-access learning, the students assess their progress and define a suitable way that is in accordance with their learning styles (Blanche & Merino, 1989; McMillan & Hearn, 2008).

In recent years, the researcher has observed that Quizizz is one of the most used digital tools in language learning. When we educators integrate this application into education, it seems that learners are engaged and participate in the lessons more actively. Quizizz is an online quiz platform in which learners compete against one another so as to get the highest point. The teacher prepares a quiz by himself/herself or chooses quizzes from the library including other quizzes created by the other educators. This helps in reducing the workload of the teacher and sharing responsibilities among teachers. After creating the quiz, the teacher shares code with the learner. Then the teacher clicks on start a live quiz and learners can complete it any time that they want. The types of questions available in Quizizz are multiple-choice, fill-in-the-blanks, and open-ended.

The aim of this extensive literature review is to (a) explore what present literature reveals about the effectiveness of utilizing the application of Quizizz in the second language education or foreign language classrooms as a useful learning tool and (b) define students and teachers' perspectives towards the use of Quizizz. The knowledge that the researcher has obtained while reviewing the literature is going to bring the effects of Quizizz to light. It is worth reviewing the literature to capture insight into what the role of Quizizz is in language learning from students and teachers' perspectives. Within these aims, the following research questions are going to be investigated:

(1) What are the perceptions of students and teachers about Quizizz?
(2) What is the role and effectiveness of Quizizz in English language learning and teaching?

2. Methodology

2.1. Materials

Once the researcher searched the key word "Quizizz" on Google Scholar, 20 sources were generated. Therefore, to be able to manage the process, the researcher defined specific criteria. According to the criteria explained in the procedure section onward, the researcher excluded some and kept the others. Information on articles kept is presented in Table 1 below.

Table 1.

Articles' titles and published years

The titles of the articles	Published year
Quizizz Website as an Online Assessment for English Teaching and Learning: Students' Perspectives.	2020
Game-Based Learning Teacher's Attitude and Intention to Use Quizizz in the Learning Process.	2019
Kahoot! or Quizizz: the Students' Perspectives.	2019
Implementing Quizizz as game-based learning in the Arabic classroom.	2018
Gamification based assessment: A test anxiety reduction through game elements in Quizizz platform.	2019
Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom.	2019
Exploring Students' Views in theUse of Quizizz as an Assessment Tool in English as a Foreign Language (EFL) Class.	2020
Using Quizizz.com to Enhance Pre-Intermediate Students' Vocabulary Knowledge.	2018
The EFL Students' Perceptions of using Quizizz in Doing Online English Test at High School.	2020
Pupils' Motivation and Perceptions on ESL Lessons through Online Quiz-Games.	2020
The Use of Quizizz in Improving Students' Grammar Understanding through Self-Assessment.	2019
Gamification Elements in Quizizz Applications: Evaluating the Impact on Intrinsic and Extrinsic Student's Motivation.	2020
Smartphone-based application "quizizz" as a learning media.	2019
A Gamified Classroom with Technical and Vocational Education and Training (TVET) Students using Quizizz.	2019
Gamification in Learning using Quizizz Application as Assessment Tools.	2021
Quizizz Effect on Students' Grammar Mastery in Higher EFL Classroom Based Mobile Assisted Language Learning (MALL).	2020
Quizizz and Smartphones: Warm-up Strategy for Improving University Students' Class Participation.	2020

Kahoot! and Quizizz: A Comparative Study on the Implementation of E-learning Application toward Students' Motivation	2019
Gamification-Based Assessment: The Washback Effect of Quizizz on Students' Learning in Higher Education	2020
Gamification and Students' Motivation: Using Quizizz in the English as a Foreign Language (EFL) Classroom.	2020

2.2. Procedures

In this study, literature review procedures were preferred and followed in order to get in-depth information about students and teachers' beliefs and views using Quizizz in English language learning. Before reviewing the literature, the researcher has defined specific criteria for this study. These are:

1. The articles must have been published in the last four years.
2. The articles must be about computer-assisted language learning, mobile-assisted language learning, digital game-based language learning, educational applications, and information and communication technologies as well as distance education, and online learning.

The researcher decided to include and focus on mostly the following online databases in order to find appropriate articles.

- ERIC (Educational Resources Information Center)
- SCOPUS
- British Education Index
- SSCI
- DRJI (Directory of Research Journal Indexing)
- SINTA (Science and Technology Index)

The researcher has gathered the relevant, open-access documents and reviewed 20 papers. The reviewed sources were 14 journal articles, and 6 conference papers.

2.3. Data Analysis

Before creating the literature review, the researcher downloaded 20 papers about the research topic via the Internet. So as to get relevant articles, various keyword searches were carried out. As seen in Table 2, key words consisted of Quizizz, game-based learning, educational applications, gamification, web 2.0 tools, online assessment, Mobile-Assisted Language Learning, Computer-Assisted Language Learning.

Table 2.

The Key Words

The Key Words	
Quizizz	game-based learning
educational applications	gamification
Web 2.0 tools	online assessment
MALL	CALL

Then, two files were opened and all the documents were categorized into these files to make the process easier. The first file included articles related to ICT, and the other file consisted of the documents

about directly Quizizz as a researched issue. Additionally, the researcher read several studies in order to have an overall opinion about game-based learning and e-learning applications. After forming the research questions, the sources have been regrouped. Since several articles were not in connection with the questions and did not include related information about the topic, they were deleted. After that, the researcher took notes while skimming and scanning the articles. Salient information, the research design, and findings were written down on a Word document as a synopsis.

3. The Review of the Selected Sources

3.1. The Perspectives of Teachers and Students

There are myriad studies about the use of Quizizz from teachers' and students' perspectives in English language learning and teaching. Firstly, Amalia (2020) aimed to examine the students' perspectives towards Quizizz as an online assessment. The research design was descriptive qualitative so the qualitative method was employed and the participants were 20 students of the Dynamic English Course. A purposive sampling method was preferred to choose the subjects because the researcher wanted to examine the perspectives of the students who have above-average scores and the students having a below-average score. In the data collection process, the students were asked to complete the questionnaire including 10 questions. The Likert Scale including the form of five statements (Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD)) was applied in data analysis. The result of the study demonstrated that the students have positive perspectives towards the use of Quizizz as an online assessment and the students stated that when compared to the traditional tests, Quizizz is better. Akhtar, H., and et al. (2019) also carried out the research to explore the teachers' perspectives towards the use of Quizizz in the learning setting. In this study, the participants were 32 high school teachers in Malang. The teachers got the training called the use of Quizizz in the learning process. Before and after training, the teachers fill out the questionnaire. It must be noted that before training, the teachers do not know Quizizz. In the data collection process, two instruments were utilized to define the teachers' perspectives towards Quizizz. One of them is an attitude toward the Quizizz scale and the other one is an intention to use the Quizizz scale. The first instrument included 8 items and the second one included 4 items. They are 5-point Likert scales and each participant was expected to mark strongly disagree, disagree, unsure, agree, and strongly agree. Then, the teachers created a quiz utilizing the Quizizz application. An action research method was utilized and descriptive analysis was employed to analyze data. The results of the study revealed that teachers' attitude towards Quizizz was positive. In addition, their intention to use Quizizz was high and they aimed to apply Quizizz in their classroom environments. Moreover, Basuki, Y., and Hidayati, Y. (2019) aimed to investigate the students' perceptions of Kahoot and Quizizz, understand the students' choices and learn their reasons. The qualitative method was used and the participants of the study were 250 students of English Education Department of Trenggalek. The researchers utilized a questionnaire by applying the Likert scale in the data collection process to figure out the students' perceptions. The participants were expected to select their perceptions in the five statements which are strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD). The researchers divided the questionnaires into two in order to define the students' perceptions toward Quizizz's effectiveness, to find out the students' choice between these two applications, and to learn why they chose. The findings of the research showed that Quizizz is more efficient in promoting the students' enthusiasm and better for English learning compared to Kahoot. Also, the students' choice for Quizizz was over Kahoot. What is more, the research was carried out to evaluate students' interest in the Arabic class by applying Quizizz. The participants were 85 first-year degree students and their ages were between 18-20 years old. They were tested for 3 sections throughout the Arabic course. The researchers formed 20 questions related to the topics. These questions were prepared to learn the students' opinions about using Quizizz throughout the Arabic course. Students comprehended the topics with the help of Quizizz for 20 minutes. According to the findings, the students understand topics and learn words faster.

Additionally, the students love Arabic class when they play the game Quizizz (Ju, S. Y., and Adam, Z., 2018).

In addition to these studies, the study was conducted to examine test anxiety of the students, the students' perspectives toward the use of Quizizz and the students' choice toward the components of the game in Quizizz. In this study, the participants were 14 university students taking an English course in Solo. The researcher utilized purposive sampling. The students that got a good grade were the sample of the research. In the data collection process, observation, interviews, and questionnaires were employed. With the help of the observation, the situation of the learning setting was seen throughout the teaching and learning period and thanks to the questionnaire, opinions of the students about the utilization of Quizizz were learned. In addition to these instruments, in-depth interviews demonstrated the opinions of the participants in detail. This study was a case study. The result of the study revealed that thanks to game elements, Quizizz is very effective in decreasing test anxiety and the students have positive confidence and motivation toward Quizizz in terms of the test. Hence, the teachers can prefer to implement Quizizz on the exam (Pitoyo, 2019). Furthermore, the research was conducted to examine the effectiveness of Quizizz on promoting students' learning experiences in an accounting classroom. Quizizz was implemented for 2 following semesters in the same course and the same teacher taught this course. Different students were registered in this course as well. Two sections used Quizizz for the first semester. While Quizizz was utilized more often by one section during the term, the other section utilized Quizizz just at the end of the term. The aim of being these two sections was to examine the relationship between the frequency of implementing Quizizz and the effect of this application on students' satisfaction. Next semester, one large section used Quizizz and completed in-class exercises. In the first semester, Section 1 had 29 participants and section 2 had 39 participants. In the second semester, section 3 had 62 participants. Surveys utilizing a 5-point Likert scale were applied at the end of the semesters. The result of the study showed that the section using Quizizz more often addresses higher scores on the satisfaction of utilizing Quizizz. Additionally, the students stated that Quizizz has a positive effect on the students' learning experiences (Zhao, 2019).

Besides, another research was done to figure out the perceptions of students as English foreign language. The researchers investigated how students consider in completing online tests via Quizizz. 212 learners participated in the study, and in the data collection process, a questionnaire including 12 items was implemented to the participants finishing the online test in Quizizz. The findings of the study revealed that Quizizz is beneficial for the students to motivate them. Also, completing an online quiz in Quizizz is fun and not dull, and they have positive beliefs about having an online English quiz in Quizizz (Jannah, and et al., 2020). Finally, another research was carried out by Halim and et al. (2020). The research aimed to investigate learners' motivation and perceptions of Quizizz. 60 primary school students in Malaysia participated in the study. In the data collection process, a questionnaire was employed. The results showed that the participants had high motivation and favorable perceptions on Quizizz in English learning settings. In addition, the students stated that providing that Quizizz is integrated into English classes, they will be more motivated and eager to learn English.

3.2. The Benefits of Quizizz in English Language Learning and Teaching

Rahayu and Purnawarman (2019) carried out the research and aimed to show Quizizz's effects on self-assessment and properties to promote grammar comprehension of students. Self-assessment was done, and then students' progress on grammar was examined as well. Fourteen high school students who were eleventh graders in Bandung involved in the study. As data collection tools, observation, tests to examine learners' progress in terms of grammar, and interviews to get in-depth knowledge about learners' self-assessment activity were employed. The result of the research revealed that the learners could manage to do self-assessment because they could determine the strength and weaknesses that Quizizz produced. They firstly completed the first quiz, got feedback, went over, played the quiz again, and completed the following quiz respectively. Additionally, many learners provided important progress in

terms of grammar comprehension because they enhanced their grades among three quizzes they completed in turn. The research is hoped to make contributions to self-assessment with the help of Quizizz. Also, the study aims to investigate the effect of Quizizz on intrinsic and extrinsic motivation levels of the learners. The gamification was implemented to the learners, and then their motivation levels were examined. Non-experimental was a research design in this study. 63 learners receiving a Mathematical Engineering course participated in the study. The result indicated that after being implemented Quizizz, intrinsic and extrinsic motivation of the participant was at a moderate degree. The result also showed that the gamification concepts utilized in the Quizizz are important in the connection with motivation of the students. Hence, educators can use this online application in their classroom in order to promote their students' extrinsic and intrinsic motivation (Razali, and et al., 2020). What is more, Wibawa (2019) conducted research to figure out the Quizizz application and its contribution to the learning process. Descriptive qualitative method was employed in the research, and a case study approach was utilized. 42 students who study accounting and economic education involved in the study. The participants were observed while using Quizizz, and interviews were applied to the teachers. The result of the study indicated that Quizizz makes learners eager to involve in learning actively.

In addition, Meng and et al. (2019) conducted research to explore effectiveness of gamified classroom and students' engagement with the help of Quizizz. Quizizz was applied to two groups. Group A included 23 students and group B included 24 students. 47 participants in total who were Technical and Vocational Education and Training pupils involved in the study. The teacher firstly covered brief lectures to pupils and then gave them quizzes via Quizizz. The teacher observed the performance of the participants for five classes and assessed efficiency of gamified classroom. In the first class, the students completed the first quiz in the form of trial and they received the first quiz on the second week. After that, in the following weeks, three students got their quizzes weekly. Then, on the fifth week, the participants were expected to elicit their feedback on the Quizizz sessions. The findings of the study stated that the students showed positive progress. Entertaining, competitive, and engaging properties of Quizizz motivated the participants. Besides, millennial generation is accustomed to gaming settings, their psychological needs can be met through Quizizz that has gamification environment. Furthermore, Handoko and et al. (2021) did research to examine the impact of Quizizz as an assessment tool on the students. A midterm exam was the tool used in this research and so as to carry out the midterm, Quizizz was preferred. 29 students attended the exam. This exam included 20 questions and the types of questions were multiple choice. Ten seconds were provided to the participant to complete each question. In the last part, a questionnaire including 2 questions was implemented to figure out the response of the participants about utilizing Quizizz as an assessment instrument. The results of the study revealed that Quizizz has a positive effect and students are enthusiastic while using this application. Additionally, Quizizz triggers encouragement to conduct the exam. Hence, we can prevent students from worrying and the fear of exams thanks to Quizizz. Moreover, one other research was carried out to investigate whether Quizizz is effective and students' beliefs about utilizing Quizizz as an assessment instrument in an English class. A case study was implemented and in order to collect the data, a semi-structured interview was used. Students from a private university located in Yogyakarta participated in the study. The findings revealed that Quizizz helps in enhancing students' confidence, promoting students' motivation, and developing reading ability. In addition to these findings, students are in favor of utilizing Quizizz in the learning setting (Zuhriyah, S., and Pratolo, B., 2020). Likewise, Bal (2018) carried out the research to explore whether Quizizz is effective in teaching Vocabulary and observe the relationship between Mobile-Assisted Language Learning (MALL) and vocabulary learning. 60 students studying at a university in Turkey involved in the study. Two groups were formed and they were monitored over a four-week session. Both groups fulfilled an achievement test including 40 multiple-choice questions. While the experimental group utilized Quizizz throughout four weeks, the control group continued acquiring vocabulary by using conventional tasks. Results indicated that the experimental group outperformed

compared to the control group but there was not a significant difference when looked the scores of both groups.

Soto and Larenas (2020) tried an attempt to determine whether participation of the learners advanced after applying Quizizz or not. Besides, the objective of the study was to examine the learners' views about attendance levels. Three tools namely the teacher's diary, a classroom map, and the perception scale of a student were employed in the data collection process. The findings showed that all the participants developed their eagerness in order to attend lessons but the students' perceptions about attendance did not indicate any specific difference. To be clearer, the learners' eagerness to attend classes changed in a positive way. However, their perceptions about attendance kept being the same. Another research was done to compare Kahoot and Quizizz that are types of e-learning applications in terms of motivation. Both applications might be utilized in enhancing the motivation of students but the researcher carried out research to find out which application is better regarding the motivation issue. The research design was a mixed-method. To gather the data, the field note and questionnaire were utilized. The results pointed out that students showed more motivated performances throughout the application of Quizizz compared to Kahoot!. Additionally, more learners indicated Quizizz is better than Kahoot! in terms of motivation, attraction, and challenging. In brief, the study concluded that Quizizz is better to promote the motivation of the learners (Lestari, 2019). In addition to these studies, Pitoyo and et al. (2020) aimed at examining the washback effect of Quizizz on participating students' learning. A questionnaire, observation, and in-depth interviews were utilized to explore the matter. The research has a conclusion that learners felt more motivated and after completing various gamified quizzes through Quizizz, their willingness to learn was more thorough. Quizizz also provided positive washback effect on students' learning because they completed the test like playing a game. Likewise, Jiménez-Sánchez & Gargallo-Camarillas (2020) aimed to investigate how gamification impacts the intrinsic and extrinsic motivation of learners. 51 participants studying at a state school in Spain contributed to the research and two questionnaires were employed. They were divided into an experimental group and a control group since the aim was to compare digital and conventional strategies. The study found that the utilization of Quizizz motivated learners and they had positive perceptions toward Quizizz. Lastly, another research was done by Dewi and et al (2020). They aimed to examine the impact of MALL via Quizizz on grammar competence of the students. Quasi-experimental research was employed as a research design. 246 participants in English Language Education and at 4th semester were the research population. As choosing the sample, cluster random sampling technique was applied. The experimental group involving 33 students learned via Quizizz while the control group including 32 students was taught by utilizing traditional methods. Later, the post-test was implemented. The result of effect size was calculated and there was the largest effect. This largest effect indicated that the use of MALL with Quizizz was suitable in terms of covering grammar. In other words, students using Quizizz can be more successful in terms of grammar.

4. Discussion

In this study, the effectiveness and the role of Quizizz in English language learning and teaching and teachers and students' perspectives towards Quizizz were investigated. The literature review tells us that applying Quizizz in English language learning settings is very effective and plays a crucial role. In addition, in today's digital era, students are in favor of using computers and mobile phones in education. This literature review indicates that teachers and students' perspectives towards Quizizz are positive as well. It may be interpreted that it breathes new life into English language and teaching. Besides, it can be deciphered that when learners get involved in lessons and complete their assignments through Quizizz, their learning will be more permanent and efficient. In the succinct manner, it has shown that Quizizz is helpful in learning English from the students and teachers' points of view.

With the advancement of technology, students should not be limited to traditional classroom learning. There are a lot of e-learning applications and Quizizz is one of these applications. Quizizz

should be preferred by the English teachers because it includes the components of entertainment and competition, students are willing to participate in the lessons and they will be more motivated. This is in agreement with Halim's (2020) findings. In brief, integrating Quizizz into the English classroom has many benefits and advantages. Nevertheless, it is interesting and observable that many English teachers do not use this application in their classrooms. It may be due to the fact that teachers do not have enough knowledge about how to use technology effectively.

5. Conclusion, Limitations and Suggestions for Further Research

In summary, the research presented in this paper offers systematic literature review study of Quizizz. The study has examined the impact of Quizizz in English language and teaching and perceptions of teachers and students about Quizizz. While delving into the issue, the most obvious finding to emerge from this study is that Quizizz is beneficial for the students and makes their learning process easier. The second major finding is that teachers and students' perceptions about Quizizz are favorable.

In this literature review, it must be noted that there are a few limitations. Firstly, the current study is a literature review, so a more comprehensive systematic review of the literature may be carried out in further studies. A systematic review has some advantages. A systematic review is described as a review which "adheres closely to a set of scientific methods that explicitly aim to limit systematic error (bias), mainly by attempting to identify, appraise and synthesize all relevant studies" (Petticrew & Roberts, 2006, p. 9). As Macaro (2020, p. 230) explains:

> "traditional reviews can be affected by bias and lack of systematicity: bias in terms of how many and which previously published studies are selected for inclusion; lack of systematicity with regard to whether these studies are read in any kind of depth, the extent to which they are then described in the review, how they are juxtaposed against other studies, and whether and how they are critiqued."

Systematic reviews always ought to be carried out in groups or teams so as to decrease individual bias (Macaro, 2020). Because the researcher considers that Quizizz is one of the most beneficial applications in language learning and thinks that this online tool dominates others, this may block obtaining objective and bias-free results or findings. In other words, providing divergent perspectives as reviewing the literature is important for systematic review (Macaro, 2020). One another limitation is that this paper has not consisted of grey literature like unpublished research, academic dissertations like masters or doctoral work, and etc. Hence, unless a literature review consists of such work, it might not show all the sides of the studied topic.

The researcher would like to close the literature review providing pedagogical suggestions for EFL educators. The findings of this study have a number of important implications for future practice. Teachers had better utilize this application in their classes, and let their students be active in the teaching environment with the help of Quizizz. It does not necessarily mean that teachers ought to utilize only Quizizz. Instead of sticking to only Quizizz, they can use other online applications as well. Besides, schools should provide computers and internet access to enable teachers to make their lessons more attractive and useful.

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