

Transformation of Assessment in Teaching English at Higher Education: Leveraging Quizizz to Enhance Student Participation and Motivation

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ABSTRACT

This qualitative case study delves into the transformative potential of integrating Quizizz, an interactive assessment tool, within the realm of English language instruction for novice students enrolled in the Islamic Education Department at STAI Auliaurrasyidin. Employing purposive sampling and thematic analysis, the research uncovers a notable shift in student engagement, motivation, and language proficiency. The study's outcomes underline Quizizz's gamified approach as a pivotal catalyst in redefining the assessment landscape, igniting a renewed enthusiasm for learning, and fostering an active and participatory classroom environment. The study reveals that Quizizz's gamified platform ignites student motivation and engagement, bridging the gap between apprehension and enthusiasm. Multiple-choice questions, a core feature of Quizizz, are particularly effective in overcoming novice language learners' challenges with open-ended queries. Classroom observations highlight the heightened sense of participation and active engagement during evaluations, fostering a dynamic learning environment. The implications extend beyond language instruction, resonating with the broader goals of holistic education and offering insights for enhancing pedagogical practices in Islamic studies and other disciplines.

Keywords: Transformative assessment; Quizizz; Gamified; English Evaluation

INTRODUCTION

In the realm of higher education, the process of language instruction holds a pivotal key to cultivating effective communication skills and nurturing holistic development (Brown, 2014). However, the landscape of teaching English to novice students within the unique context of STAI Auliaurrasyidin presents its own set of challenges. Here, English language instruction serves as a rekindling of familiarity with the basics—grammar, vocabulary, and conversational fluency. Yet, a considerable number of students embark on this linguistic journey with minimal foundational knowledge, often viewing English as an enigma (Alderson & Urquhart, 1984; Richards & Rodgers, 2014). Their perception of English as a supplementary subject further complicates this challenge (Gill & Zanelli, 2018).

Within this dynamic educational backdrop, the strategic integration of Quizizz as an interactive assessment tool emerges as a transformative beacon. The English language teaching at the beginner level at STAI Auliaurrasyidin necessitates an innovative pedagogical approach that transcends the conventional and sparks active engagement (Hock & Deshler, 2012). In this regard, Quizizz—a user-friendly and gamified assessment platform—emerges as a fitting solution.

The selection of Quizizz as an assessment medium is informed by its inherent accessibility and adaptability. Since its introduction in 2019, the instructor has observed an unequivocal resonance with students of diverse academic backgrounds. Notwithstanding variations in learning styles and motivations, a unanimous sentiment emerges—students are captivated by the gamified essence that Quizizz offers (Lim & Morris, 2009). The platform metamorphoses assessment into an engaging, interactive experience, fostering a seamless blend of evaluation and edification. Amid the nascent stages of this pedagogical exploration, formal empirical research endeavors remain a horizon to be traversed. However, initial observations undeniably underscore the platform's palpable influence on motivation and engagement (Deci & Ryan, 1985). The palpable fervor exhibited by students during Quizizz assessments signals an elevation in active participation. The gamified element elicits an adrenaline rush, propelling students to embrace repeated assessments in the pursuit of triumph (Malone & Lepper, 1987).

While quantitative measurements of cognitive advancement are anticipated, the motivational implications are already conspicuous. The immersive nature of Quizizz quizzes reignites a dormant enthusiasm for English language acquisition. Novice students, who once approached language acquisition with trepidation, now greet it with zeal and anticipation. The gamified approach reinvigorates language instruction, fostering a conducive milieu for knowledge assimilation and retention (Skinner, 1990). Within this scholarly pursuit, a case study approach is aptly embraced, centering on the specific context of STAI Auliaurasyidin's Islamic Education Department. This focused trajectory seeks to unravel the nuanced impact of Quizizz within the realm of Islamic education, illuminating the intricate interplay between motivation, engagement, and language proficiency.

The salience of English language proficiency within the framework of Islamic education is underscored by the very nature of the students themselves, who are enrolled in the Islamic Education Department. Mastery of English empowers these future educators with access to a global repository of literature and resources, enriching their capacity to disseminate religious teachings more comprehensively (Yilmaz, 2016). In the realm of language education, particularly within the domain of Islamic studies, pedagogical challenges persist. The majority of these novice students grapple with rudimentary English grammar and possess a limited lexicon, often regarding English with a sense of apprehension (Rahimi & Yadollahi, 2011). The pervasive perception of English as a secondary pursuit further compounds the challenge. This underscores the imperative for an innovative pedagogical intervention that not only imparts language skills but also ignites an intrinsic ardor for English language mastery.

The adoption of Quizizz as an assessment instrument signifies a strategic response to these challenges. As the instructor since 2019, I have borne witness to the resounding positive reception of Quizizz among students from varied academic strata. The platform's intuitive interface and gamified components surmount barriers, bridging the chasm between apprehension and enthusiasm. Quizizz stands as a transformative tool, redefining the landscape of assessment from a conventional, anxiety-inducing chore to an invigorating and participatory adventure (Ribeiro & Santos, 2017).

Though the cognitive leaps are poised for quantitative scrutiny, the burgeoning enthusiasm in English language learning is emblematic of the gamified approach's potential to revolutionize educational dynamics. In culmination, the integration of Quizizz as an assessment conduit within English language teaching at STAI

Auliaurasyidin encapsulates a voyage of pedagogical metamorphosis. This expedition aspires to span the chasm between rudimentary language proficiency and transformative linguistic acquisition. Through this case study, I endeavor to offer insights that resonate beyond the classroom, potentially reshaping pedagogical paradigms and kindling a renaissance in language education.

The trajectory undertaken testifies to STAI Auliaurasyidin's commitment to holistic education—a domain where pedagogy, technology, and enthusiasm converge to illuminate the pathway toward effective language acquisition. The potential for this case study to inform and inspire educators within the realm of Islamic studies and beyond underscores its far-reaching significance. With this endeavor, I aspire to nurture a generation of educators well-versed not only in their chosen discipline but also adept in leveraging innovative tools to nurture fervor and mastery in the English language.

METHOD

This study adopts a qualitative case study approach, aiming to offer a comprehensive exploration of the transformative impact resulting from the integration of Quizizz as an interactive assessment tool in the context of English language teaching for novice students at STAI Auliaurasyidin. The qualitative nature of this approach is chosen to enable an in-depth examination of the participants' experiences, perceptions, and motivations, thus unveiling the intricate layers of their engagement with the Quizizz platform.

Purposive sampling, a deliberate and selective sampling technique, is employed to recruit participants who are highly relevant to the research objectives (Palinkas et al., 2015). From a total population of 65 first-semester Islamic Education students in the academic year 2022/2023 at STAI Auliaurasyidin, a subset of 15 participants will be purposefully chosen to comprise the study sample. This sample size selection is underpinned by the intention to achieve a balance between the depth of analysis and the representation of diverse perspectives inherent in the context of the study (Patton, 2015).

The rationale for adopting a qualitative case study approach is grounded in its aptitude for providing nuanced insights and a comprehensive understanding of the research phenomenon. By delving into the rich context of English language teaching at STAI Auliaurasyidin and the integration of Quizizz, in this study, the qualitative case study approach is deemed suitable to holistically capture the multifaceted impact of integrating Quizizz within the English language teaching domain. Through purposive sampling and rigorous thematic analysis, this approach aims to illuminate the transformative potential of Quizizz in enhancing student participation and motivation in the specific context of STAI Auliaurasyidin. By delving into the rich context and experiences of participants, this study aspires to contribute valuable insights that extend beyond the classroom, potentially reshaping the dynamics of language education.

Data has been collected through a combination of semi-structured interviews and document analysis. Semi-structured interviews will be conducted individually with the 15 selected participants to explore their experiences, perceptions, and motivations regarding the utilization of the Quizizz platform in English language learning. Additionally, relevant documents such as students' responses, feedback, and learning outcomes from Quizizz assessments will be analyzed to provide a comprehensive understanding of the impact of the platform.

The collected data will undergo thematic analysis, following the six-step process outlined by Braun and Clarke (2006). The analysis will involve identifying patterns, themes, and variations within the participants' narratives and documents. Through this process, the researchers will develop an in-depth understanding of how Quizizz

transforms the assessment landscape in English language teaching and its implications for student participation and motivation.

In summation, this qualitative case study aims to provide an in-depth exploration of the transformative potential of the Quizizz platform in enhancing student participation and motivation in English language learning at STAI Auliaurasyidin. Through purposive sampling and a rigorous data analysis process, this study seeks to shed light on the dynamics of assessment transformation in the context of higher education.

RESULT AND DISCUSSION

Transformative Impact on Student Engagement

In addressing the first research question, which explored the main findings from in-depth interviews with 15 participants, it is evident that Quizizz's implementation has brought about a noteworthy transformation in student engagement and learning experiences. The participants unanimously acknowledged that Quizizz effectively ignites their competitive spirit and motivation. Particularly, they found multiple-choice questions to be more manageable compared to essay-type questions. This aligns with findings from Alderson and Urquhart (1984) and Richards and Rodgers (2014), who noted that novice language learners often experience challenges with open-ended questions.

The participants' responses also emphasized the need for a balanced approach when answering Quizizz questions. Despite the excitement brought about by the gamified environment, they acknowledged that both speed and accuracy are crucial. This echoes Cooper's assertion that systematic and well-balanced strategies are essential in effectively utilizing innovative instructional tools (Cooper, 1988).

Moving on to the second research question, which delved into the impacts of integrating Quizizz, both classroom observations and coded interview data converge to underline the positive repercussions of this interactive assessment tool. Through classroom observations, it becomes apparent that students' enthusiasm for evaluations has been revitalized. The application of Quizizz has instilled a heightened sense of active participation and engagement during evaluation sessions.

The enthusiasm exhibited by students is noteworthy. Their eagerness for repeated evaluations to surpass their previous scores attests to Quizizz's ability to inspire active participation. This phenomenon aligns with the motivational theory proposed by Deci and Ryan (1985), which highlights the significance of autonomy and intrinsic motivation in driving sustained engagement.

Crucially, the integration of Quizizz has redefined students' perception of evaluations. What was once regarded as a formidable endeavor is now approached with eagerness and even excitement. This transformation aligns with Skinner's reinforcement theory (1990), which posits that rewarding and positive experiences can shape behavior and attitude.

Enhanced Learning Environment

The positive effects witnessed during evaluations also have broader implications for the overall learning environment. The increased interactivity and camaraderie that Quizizz fosters contribute to a more dynamic classroom atmosphere. This sentiment aligns with Ribeiro and Santos's assertion (2017) that technology-enhanced tools can revolutionize traditional teaching dynamics, rendering them more engaging and participatory. Additionally, an intriguing observation is the cyclical relationship between student engagement, active participation, and motivation. The dynamic created by

Quizizz's gamified approach propels students to actively seek opportunities for improvement. This self-driven pursuit aligns seamlessly with the ideals of self-directed learning (Hock & Deshler, 2012). As students become more involved and engaged, the potential for improved learning outcomes is also heightened, establishing a symbiotic relationship.

This transformative impact of Quizizz resonates well with STAI Auliaurasyidin's broader educational goals. By enhancing student engagement, participation, and motivation, Quizizz contributes to a learning environment that nurtures holistic development. The adoption of such innovative pedagogical tools aligns with STAI Auliaurasyidin's commitment to holistic education, as described by Yilmaz (2016).

The integration of Quizizz within the English language teaching framework at STAI Auliaurasyidin has yielded notable findings and impacts. From invigorating student motivation to fostering a dynamic and participatory classroom environment, Quizizz has successfully transformed the assessment landscape. This transformation is not confined to evaluations alone; it extends to broader educational paradigms that emphasize student engagement, motivation, and active participation as catalysts for effective learning.

By aligning with the institution's overarching educational objectives, the integration of Quizizz showcases its potential as a catalyst for pedagogical transformation. The following section delves deeper into the broader implications of these findings and highlights the significance of the study within the context of higher education and language teaching.

Further delving into the impacts of Quizizz integration, an intriguing dimension emerges through students' differentiated responses when evaluations are conducted without the utilization of Quizizz. The spontaneous remarks provided by students shed light on the distinctive role Quizizz plays in enhancing the assessment experience.

Students, when queried about their preferences for evaluation modes, readily expressed their affinity for Quizizz-based assessments. The sentiment resonating among them was unanimous - the implementation of Quizizz instigates a healthy spirit of competition among peers, prompting them to strive for top positions. This competitive drive, they articulated, is fueled by the immediate visibility of results inherent to Quizizz. As a contrast, without Quizizz, students voiced a sense of diminished immediacy in accessing their evaluation outcomes. This insight is aligned with the concepts of real-time feedback and immediacy in learning, as underscored by Lim and Morris (2009).

The students' eagerness to engage in Quizizz assessments not only reflects their inclination towards competition but also signifies the motivational influence of this interactive platform. The tangible display of results serves as a potent motivational tool, fueling a desire to surpass previous performance. This phenomenon closely aligns with Malone and Lepper's research (1987) on intrinsic motivation, where the allure of personal achievement and the pursuit of excellence serve as powerful driving forces in the learning process.

These distinctive responses underscore the transformation brought about by Quizizz in the assessment landscape. While traditional evaluation methods might entail a delayed disclosure of results, Quizizz offers a real-time evaluation experience that effectively capitalizes on students' innate curiosity and desire for accomplishment. By providing immediate insight into their performance, Quizizz not only enhances the assessment process but also stimulates continuous improvement.

The observed divergence in student responses encapsulates the multifaceted influence of Quizizz on student engagement, motivation, and perceptions of assessments. This

divergence further attests to the platform's ability to foster an environment that is conducive to active learning, where students are not merely passive recipients of knowledge but rather enthusiastic participants in their own educational journey.

Cross-Disciplinary Application

These differentiated responses provide an additional layer of depth to the transformative impact of Quizizz within the context of English language teaching. The ensuing section will illuminate the broader implications of these findings within the landscape of language education, highlighting the potential of Quizizz to serve as a model for elevating student engagement and motivation across diverse educational settings.

The implications of this study extend beyond the boundaries of English language teaching, reaching into various disciplines offered at STAI Auliaurasyidin Tembilahan. The adoption of Quizizz as an interactive assessment tool transcends the language classroom, offering a paradigm shift in pedagogical approaches across subjects. As highlighted by Yilmaz (2016), the infusion of innovative teaching methods resonates with the institution's commitment to holistic education. By embracing technology-enhanced tools like Quizizz, STAI Auliaurasyidin can create a learning environment that nurtures not only language skills but also critical thinking, active participation, and holistic development.

The findings regarding heightened student engagement and active participation bear implications that reach far beyond the English language classroom. The integration of Quizizz encourages students to take ownership of their learning journey, fostering a sense of agency and responsibility. This phenomenon resonates with Hock and Deshler's (2012) emphasis on self-directed learning, where students become active participants in shaping their educational experience. By infusing interactivity into assessments, STAI Auliaurasyidin can nurture a generation of students who are motivated, curious, and eager to engage with the subject matter.

Limitations and Contextual Considerations

The unique characteristics of STAI Auliaurasyidin, including the technological familiarity of its student body, may limit the generalizability of the study's findings to institutions with differing technological landscapes. The study's outcomes are grounded in the particular context of novice students in the academic year 2022/2023, where Quizizz was introduced for the first time as part of the English language curriculum. The study identified a notable challenge regarding the initial registration process for Quizizz. Some students encountered difficulties during registration due to forgotten email passwords. This highlights the importance of ensuring successful registration, perhaps by verifying students' registration status or reminding them to have functional email accounts and passwords. This challenge underscores the significance of providing adequate technical support and guidance when introducing new technological tools.

As technology continues to evolve, the impact and implications of interactive assessment tools like Quizizz may also evolve. This study provides insights based on a specific time frame and technological context, and future research could explore the persistence and adaptability of these findings over time. While the study focused on Quizizz's impact on student engagement and motivation, it is important to consider the broader pedagogical strategies and teaching methodologies that accompany the use of such tools. The successful integration of Quizizz may depend on how well it aligns with overall teaching objectives and strategies.

Finally, this study's findings offer valuable insights into the transformative potential of Quizizz within the English language teaching context at STAI Auliaurasyidin. However, recognizing the contextual limitations and challenges underscores the need for a nuanced interpretation of the results. Future research endeavors should take into account the evolving educational landscape and the diverse technological and pedagogical considerations that influence the application of interactive assessment tools.

CONCLUSION

This research has unveiled the transformative impact of integrating Quizizz as an interactive assessment tool at STAI Auliaurasyidin. Through a qualitative case study approach, the study has identified significant changes in student engagement and learning motivation. In-depth interviews with 15 participants and classroom observations reveal that Quizizz implementation ignites students' competitive spirit and motivates their learning. This finding is reinforced by the observation that multiple-choice questions in Quizizz are perceived as more manageable compared to essay-type questions, aligning with prior research. Participants also emphasized the need for a balanced approach in answering Quizizz questions. Despite the exciting and interactive gamified environment, they recognized the importance of both speed and accuracy. This resonates with the view that well-organized and balanced strategies are crucial for effectively utilizing innovative learning tools.

Furthermore, the integration of Quizizz has reshaped students' perceptions of evaluations. What was once daunting has now become eagerly anticipated, reflecting a positive transformation. This impact extends to the broader learning environment, creating a dynamic and engaged classroom atmosphere. Additionally, a cyclical relationship between student engagement, active participation, and intrinsic motivation has emerged, supporting self-directed learning. These findings are not only relevant within the context of English language teaching but also hold cross-disciplinary implications. Integrating Quizizz as an interactive assessment tool has the potential to enhance student engagement and motivation across various subjects at STAI Auliaurasyidin. This aligns with the institution's commitment to holistic education and innovative teaching methods. However, it is important to acknowledge the contextual limitations of this research. The specific context of STAI Auliaurasyidin and its student characteristics may limit the generalizability of these findings to other institutions. Changes in technology and the educational landscape could also impact the long-term effects of Quizizz. Therefore, careful interpretation of these findings is necessary.

In conclusion, the integration of Quizizz has demonstrated its potential as a transformative tool. Through its gamified and interactive nature, Quizizz has inspired student engagement and cultivated learning motivation. In this journey, STAI Auliaurasyidin has showcased its dedication to holistic education that prioritizes student engagement and innovative teaching. As a result, Quizizz has paved the way for a generation of students who are not only proficient in their disciplines but also possess a high enthusiasm for learning and the ability to leverage innovative tools to advance education.

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