Analyzing Student Perceptions of Gamified Assessment: A Case Study of Quizizz in Higher Education English Classes

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ABSTRACT

A higher education landscape that has been digitized encourages the need for an assessment method that is more interesting and effective. This background is in contrast to the classic problems, where the traditional assessment method often triggers anxiety and the lack of students' engagement. As a solution, gamification, especially through platforms such as Quizizz, was proposed to transform the assessment experience. However, empirical research that has students' specific perceptions in the context of English classes in higher education institutions is still limited. To address this gap, mixed-methods research with a case study approach is conducted. Data gathered through a survey questionnaire (quantitative) covering cognitive, conative, and affective aspects of perceptions, and semi-structured interviews (qualitative) from the students who use Quizizz. The key findings revealed that overall, the students' perceptions of Quizizz were positive. This study emphasized that Quizizz is an effective assessment tool and is liked in the context of English class in higher education institutions. This study not only provides practical insight to educators on implementing more engaging assessments but also contributes to the theoretical understanding of the impact of gamification on students' learning perceptions.
**Keywords**: Gamified Assessment; Students' Perceptions; Quizizz

INTRODUCTION

The digital revolution has transformed the pedagogical landscape of higher education institutions deeply, encouraging institutions to integrate a strategy of technology-based learning to meet the new generations of *digital natives*. This transformation is particularly believed in the domain of language learning, where English class continuously requires innovative methods to exceed traditional learning and encourage the level of engagement, motivation, and, in the end, higher learning outcomes. In the education paradigm, which continues to evolve, gamification is defined as the incorporation of game design elements into a non-game context. According to (Zhang & Crawford, 2024) as we entered the twenty-first century, gamification of learning gained popularity as academics and educators recognized its potential applications. The current generation has grown up in a world where technology is part of their daily lives, and they expect this to be

reflected in education ((Aulia & Warni, 2024). Therefore, students must be more involved with technology. It has appeared as a powerful pedagogical approach to stimulate participation and create a dynamic learning environment. Even though these elements have been implemented in various educational activities, one of the most significantly impacted applications that has gained considerable interest is assessment, which has led to the development of formative and summative evaluation tools that are not only interesting but also informative.

Integrating technology into education provides an engaging learning experience for students, helping them stay focused and avoid distractions. Therefore, teachers must explore learning media that are interesting for their students, such as using the internet, mobile applications, and technology platforms. One of the platforms used is Quizizz. Quizizz is a game-based application with several features that may appeal to learners of different age groups ((Hoang, 2024). Quizizz is equipped with memes, themes, options for closing avatars, and background music to engage learners ((Zuhriyah & Pratolo, 2020) This platform offers teachers different opportunities to create interactive learning experiences. It is not only used as a teaching tool but also for student assessment. Quizizz is useful for student assessment because this tool can make the learning process enjoyable, engaging, easy, and effective ((Amalia, 2020). Furthermore, this application is free and can be used for formative assessment that can be adjusted according to the curriculum. (Wahyudi et al., 2020) suggests that Quizizz serves as a viable option for educational assessment due to its engaging design, avoidance of monotony, game-based approach, and convenience for teachers in conducting effective assessments.

Figure 1 The display of Quizizz
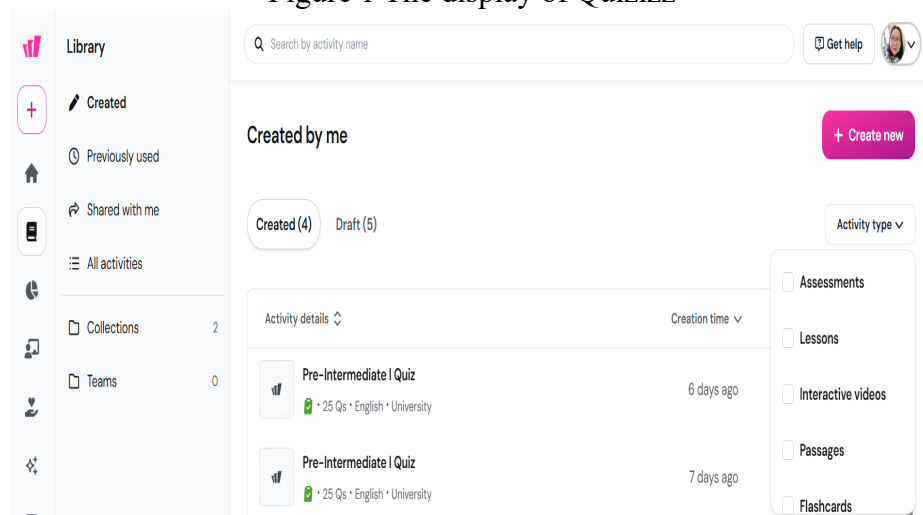
The Quizizz display has several features that can help teachers, one of which is for creating assessments. Teachers can create assessments using questions they input themselves, or they can take questions from the library. Another very interesting feature that can be used for assessment is interactive videos, learning, and flashcards. This study aims to explore students' perspectives on the use of Quizizz

as an assessment tool for English classes at higher education levels. Previous studies indicate that Quizizz is often used by teachers for research purposes, and it is important to determine students' perceptions of the use of Quizizz as an assessment tool. Therefore, this study aims to investigate students' views on the use of Quizizz as an assessment tool in English classes.

LITERATURE REVIEW

Several studies have explored games through Quizizz as a tool to improve student learning. The results show indications that the use of game tools such as Quizizz has led to significant improvements in student learning and academic performance. The first study was conducted by (Zuhriyah & Pratolo, 2020)A semi-structured interview was conducted to gather data on students' perspectives on the use of Quizizz. The findings revealed several positive views, including the tool being perceived as interesting, boosting confidence, enhancing motivation, and improving reading abilities. Second, research conducted by (Amalia, 2020)The research design of this study employed a qualitative survey research approach, collecting data through a questionnaire and analyzing it using the Likert Scale. The findings indicated that students strongly agreed that Quizizz was visually appealing, interesting, and fun, prevented cheating during tests, fostered a competitive classroom atmosphere, and was considered superior to traditional offline tests.

Conducting a quantitative approach to data collection via a survey, (Jannah et al., 2020) explored EFL high school students' perceptions of Quizizz-based English tests as an alternative to traditional paper-and-pen tests. The game-like context of a Quizizz-based test was well received by the learners, with the added flexibility of students' choice as to when and where to complete the tests at their own will. Research from (Journal et al., 2025) shows that using Quizizz as a tool for games can be used to assess and improve reading comprehension and motivation among ninth-grade students at SMP Negeri 44 Surabaya. The findings show that students are more active and feel more comfortable when learning. (Amini et al., 2025)explored high school students' views on using Quizizz to improve their English reading comprehension. Among 58 11th-grade students, the results showed positive feedback at a high level. This indicates that Quizizz is an effective formative assessment tool in digital classrooms. (Ridhwan, 2023) explored how Quizizz in English classes for beginner students at STAI Auliaurrasyidin improved engagement, motivation, and language skills. The Quizizz game platform increases active participation and makes assessment more enjoyable, especially with multiple-choice questions that help overcome difficulties as well as open-ended questions. This study shows that Quizizz creates a lively learning atmosphere and offers valuable insights for improving teaching in Islamic education.

This study examines the reverse effect of using Quizizz as a research tool in student learning. Using questionnaires, observations, and interviews, this study found that students became more motivated and enthusiastic to learn more after taking game-based tests on Quizizz. They particularly liked game features such as leaderboards,

memes, time limits, and test reports (Pitoyo et al., 2020). (Zulfa & Ratri, 2022)conducted research on 100 EFL students in grade 12 in Malang, Indonesia, considering Quizizz as an assessment tool during online learning. Using a survey and descriptive statistics, this study found that most students had a positive view of the effectiveness of Quizizz and its advantages, although there were some difficulties with this assessment platform.

METHOD

Design and Sample

This study employed a mixed-methods design to provide a comprehensive understanding of students' perceptions of the gamification assessment using Quizizz. This design was conducted in two phases: quantitative, where data were gathered through a survey questionnaire to identify perceptions, and qualitative, where data were gathered through semi-structured interviews to explore and expand on the findings from the quantitative phase. The integration of these two phases occurred in the interpretation, where the qualitative findings were used to explain and provide a rich context for the results obtained from the survey.

The study was conducted during the first semester of the 2024/2025 academic year. The population in this study consisted of students taking the Pre-Intermediate English 1 subject at Universitas Klabat. The sampling technique employed was purposive sampling for the quantitative phase and purposive sampling based on the survey results for the qualitative phase. During the quantitative phase, 35 students participated in completing the survey questionnaire. They were chosen based on their experience in using Quizizz as the assessment tool. At the qualitative phase, 5 students out of 40 respondents from the survey were selected for an interview. The respondents for the interview were selected based on their varied responses in the questionnaire and their availability to participate further. This selection aimed to gain various and in-depth insights.

Instrument and Procedure

The main instrument was a questionnaire adapted from one that was validated in a previous study. They were adapted from(Utami et al., 2022). The questionnaire uses a 5-point Likert scale (1=Strongly Disagree to 5=Strongly Agree) to measure the students' perceptions. The questionnaire was divided into 5 parts: Demographics (gender), Faculty background, students' perceptions of cognitive, conative, and affective aspects. Interview instruments were developed based on the results of quantitative analysis. The interview guidelines consist of open-ended questions that are designed to explore the reasons behind their perceptions, such as their experience in using Quizizz, their view on the gamification element, perceptions about Quizizz as an assessment tool compared to the traditional one, and challenges they faced.

The procedure of data collection was conducted ordinarily according to the sequential explanatory. In the quantitative phase, the survey questionnaire was shared in class with all respondents. The quantitative data were gathered and then analyzed descriptively to identify trends and variation in students' perceptions. The result became the basis for developing interview guidelines for the next step. In qualitative, 3 respondents were chosen purposively based on their survey response variation to be interviewed in-depth using a semi-structured interview. The interview was conducted face-to-face and virtually for a duration of 2-3 minutes for every session, then recorded and transcribed to ensure the accuracy of the analysis.

Data Analysis

The data analysis was conducted by using statistical descriptive methods. This analysis includes the frequency and percentage of calculations to describe the respondents' demographic characteristics, as well as the mean and standard deviation to analyze the central tendency and the distribution of every item and construct in the questionnaire when calculating the mean score perceptions of using Quizizz. The analysis result was presented systematically in a table to facilitate a clear and comprehensive interpretation of the gathered data. A simple content analysis technique analyzed the qualitative data from semi-structured interviews with the participants. The entire transcript of the interview was read repeatedly to identify and record all statements, comments, and students' relevance to their experiences with using Quizizz. The statements that have similarities were then grouped to see the pattern and general summary. The result of the analysis was presented in descriptive narration to summarize and present directly all the comments and perceptions provided by the participants during interviews.

RESULT AND DISCUSSION

The discussion in this mixed-methods research aims to interpret and synthesize the findings from both quantitative and qualitative research. The qualitative data was not only a complement, but also to explain, elaborate, and validate the pattern that appeared from the quantitative data. These findings were then discussed with the literature to understand its position in the knowledge pattern and identify the uniqueness found in the context of this research. The analysis focuses on the three aspects of perceptions, which are cognitive, conative, and affective, based on Walgito's (2010) framework that provides a deeper understanding of how students respond to digital tools in their learning process.

The mean score of students' perceptions of using Quizizz as an assessment tool in English class, based on the research conducted, is 3.069; the classification of students' perceptions is in the category of "positive". This showed that the majority of students agree with using Quizizz as an assessment tool in the English class. The standard deviation (SD) in Table 1 is 2.59. Simply put, this shows how far the students' perceptions vary or spread from the mean value of 3.069. If the SD is large, it means that the students' perceptions are very diverse; if it is small, it means

that the students' perceptions are more uniform or similar to one another. So, in this case, the students' perceptions vary considerably.

Table 1

The Mean Score of Students' Perception of Using Quizizz as an Assessment Tool in English Class

Variable	N	Mean	SD
Students' Perception	35	3.069	2.59

The result in Table 2 shows that the mean score of students' perceptions toward Quizizz as an assessment tool in English class based on the cognitive aspect is 3.142. This value indicates the level of perception was positive. The standard Deviation was 2.659, which shows that there was quite a big variation in students' perceptions. it means that the students' perceptions were varied in that mean value.

Table 2

The Mean Score of Students' Perception of Using Quizizz as an Assessment Tool in English Class Based on the Cognitive Aspect

Variable	N	Mean	SD
Students' Perception	35	3.142	2.659

Based on Table 3, it can be concluded that the majority of the students had positive perceptions of the cognitive aspect of using Quizizz as a tool of assessment in English class. Some students agree that Quizizz is easy to use (80% agree and strongly agree), and suitable for some materials in English (88% agree and strongly agree). Besides that, Quizizz is considered appropriate for higher education institutions with technology facilities (more than 90% agree and strongly agree), and needed to help during COVID-19 (approximately 91% agree and strongly agree). The students also felt that Quizizz did not use up too much of the internet and helped them to read faster and save time because they didn't have to write the question. Although there was a small minority who disagreed, as a whole, the students' cognitive perceptions toward Quizizz were positive and supported the use of Quizizz as a tool of assessment.

Table 3

The Percentage of Students' Perception of Using Quizizz as an Assessment Tool in English Class Based on the Cognitive Aspect

No	Statements	Responses			
		SA	A	D	SD
1	Quizizz is easy to use	14.28%	65.71%	20%	-
2	Quizizz is suitable for all English materials/topics as an assessment tool	17.14%	71.42%	11.42%	-
3	Quizizz is suitable for use in all higher education	37.14%	54.28%	8.57%	-

	institutions that have technology facilities				
4	Quizizz has been very suitable for testing, during the COVID-19 period until now	28.57%	62.85%	8.57%	-
5	Quizizz does not consume a lot of quotas	17.14%	71.42%	8.57%	2.85%
6	Working on questions in Quizizz makes me read faster in English class	34.28%	57.14%	8.57%	-
7	Working on questions using Quizizz saves time because I don't need to write questions	45.71%	51.42%	2.85%	-
8	Working makes me more thorough	14.28%	67.71%	20%	-

The result in Table 4 shows that the mean perceptions of the students toward the use of Quizizz as the tool of assessment in English class based on the conative aspect was 2.877. This value indicates that, in general, the students had positive perceptions, but not too high. The standard deviation of 2.419 shows that there were moderate perceptions between the students, so that their perceptions were not fully the same, but still in a reasonable range.

Table 4

Students' Perception of Using Quizizz as an Assessment Tool in English Class Based on the Conative Aspect

Variable	N	Mean	SD
Students' Perception	35	2.877	2.419

Table 5 concluded that the majority of the students have positive perceptions of conative in using Quizizz as a tool of assessment in English class. The majority of students started to know Quizizz as a tool of assessment (around 80% agreed and strongly agreed) and felt it was easier to understand the lesson through Quizizz (there was 72% agreed and strongly agreed). The students also showed their integrity in conducting the test through Quizizz, as more than 74% didn't cheat during the test. Even though there were some disruptions from other applications, there were still more than 77% students who focused on doing the questions at Quizizz. However, some students found difficulties due to the slow internet connection, and around 44% of the students disagree whether they can do the test well in such conditions. The majority of the students felt happy in using Quizizz, even though there was a limited time, and around 91% of the students considered that limited time as the level of the question's difficulty. As a whole, students'

conative perceptions toward the use of Quizizz were positive, and they support its use.

Table 5

The Percentage of Students' Perception of Using Quizizz as an Assessment Tool in English Class Based on the Conative Aspect

No	Statements	Responses			
		SA	A	D	SD
9	I started to recognize Quizizz as an assessment tool in English class	17.14%	62.85%	20%	-
10	I find it easier to understand English lessons through Quizizz	17.14%	54.28%	28.57%	-
11	I can't cheat when taking tests using Quizizz	22.85%	51.42%	17.14%	8.57%
12	Even though there are notifications from other applications, I don't feel distracted and stay focused on answering questions in Quizizz	25.71%	51.42%	22.85%	-
13	I can work on questions in Quizizz well, even though the internet is sometimes slow.	5.71%	48.57%	37.14%	8.57%
14	I am happy to work on questions using Quizizz, even though there is a time limit	11.42%	65.71%	20%	2.85%
15	I am happy because the time limit for working on each question in Quizizz is in accordance with the difficulty level of the question	8.57%	82.85%	8.57%	-

Table 6 below shows that the mean of students' perceptions of using Quizizz as a tool of assessment in English class based on the affective aspect was 3.152. This value indicates that the students have positive perceptions toward the emotional and attitude aspects related to the usage of the Quizizz. The value 2.683 as the Standard deviation shows that there was a huge enough variation in students' perceptions, which means that their perceptions were varied.

Table 6
The Mean Score of Students' Perception of Using Quizizz as an Assessment Tool
in English Class Based on the Affective Aspect

Variable	N	Mean	SD
Students' Perception	35	3.152	2.683

The result is shown in Table 7, which concludes that the students had positive perceptions toward the use of Quizizz in an affective aspect as a tool of assessment in English class. The majority of the students were motivated to be the first when they used Quizizz (around 94% agreed and strongly agreed), and they felt that the feature that displays the correct and wrong answers made them more enthusiastic for the next question (around 91% agreed and strongly agreed). In addition, the majority of students wanted to use Quizizz more often in the future and felt an exciting new experience in learning (around 85-95% agreed or strongly agreed). The display of the Quizizz was quite interesting for the majority of the students, and the music background helped them in increasing their enthusiasm for answering the questions. Quizizz also made the students feel more curious and focused on learning English. Even though some of the students felt that their grade had increased, there were some students who disagreed; however, as a whole, the students' affective perceptions toward Quizizz were really positive and supported the learning environment to be more enjoyable and interesting.

Table 7
The Percentage of Students' Perception of Using Quizizz as an Assessment Tool in
English Class Based on the Affective Aspect

No	Statements	Responses			
		SA	A	D	SD
16	I feel motivated to be ranked first when using Quizizz	48.57%	45.71%	2.85%	2.85%
17	The Quizizz feature that displays correct and incorrect answers to multiple-choice questions makes me more excited to do the next question	31.42%	60%	8.57%	-
18	I want to use Quizizz more often in the future	20%	65.71%	11.42%	2.85%
19	Using Quizizz gives me a new learning experience in English class	20%	74.28%	5.71%	-
20	Quizizz has an interesting display	25.71%	62.85%	8.57%	2.85%
21	The background music makes me feel more	28.57%	54.28%	17.14%	-

	enthusiastic when answering the questions				
22	Working on questions with Quizizz makes me feel more curious and pay close attention to English learning	28.57%	60%	11.42%	-
23	I feel my English grades improve when learning through Quizizz	14.28%	57.14%	25.71	2.85%
24	Quizizz can create a more exciting and fun classroom atmosphere	45.71%	45.71%	5.71%	2.85%

Table 8

Semi-structured interview of students' perceptions in using Quizizz as a tool of assessment

Questions for the interview	Student 1	Student 2	Student 3
How was your experience using Quizizz for English assessment?	So, in my opinion, the experience of using Quizizz for English assessment is very exciting, of course, because it's like playing a game. The serious atmosphere and feeling of fear are no longer felt. In Quizizz, we can also see the leaderboard, timer, and points, so we are more motivated to get good grades. After we answer, we can immediately see whether the answer is correct or incorrect.	In my opinion, using Quizizz is quite enjoyable because it feels like playing a game, so English tests are not too stressful.	I think it's really exciting because the questions are colorful and there's music, so when you're doing the questions, it's not too stressful, and you feel more relaxed because it's like playing a game while taking a test.
How does Quizizz affect your motivation and learning style?	Quizizz motivates me to study harder because it has a leaderboard that displays the top 5	Quizizz motivates me because there are points and rankings.	It affects my motivation and learning style because I become enthusiastic about

	or top 10 scores. Learning through Quizizz has also become easier because I can access it via my cell phone or other gadgets.		learning since I want to get the highest score so that my icon can be at the top of the scoreboard and later, when it's over, it can be in the middle, like a champion. The good thing about Quizizz is that once we answer a question, we can see which ones are correct and which ones are wrong, so we can quickly find out what needs to be improved from those questions.
What are your suggestions to make Quizizz more effective and interesting to use?	In my opinion, to make it more effective and interesting, perhaps you could add more variety to the questions, not just sentences, but also listening comprehension or drag and drop exercises. And perhaps after we answer, you could provide a brief explanation so we can understand why the answer is right or wrong. Also, the names on the leaderboard could be varied, not just our own names, but could	As for suggestions, if I may, it would be more helpful if after answering incorrectly, there was a brief explanation in Indonesian so that I could immediately understand.	As for suggestions to make it more effective and interesting, maybe the questions could be more varied, not just multiple choice. Also, after finishing the answers, there could be a brief discussion about the correct answers, like this and that, and the incorrect answers like this and that, because this and that, it makes it easier for us to understand, oh, so this is correct

	be replaced with animal names or fruit names. This is just my suggestion.		because of this and that. So, if possible, there could also be a group mode to make it more fun, so it's not individual but we work together as a group. Thank you.

The findings of this study demonstrate that students hold highly positive perceptions toward the use of Quizizz as an assessment tool in higher education English classes. The analysis of cognitive, conative, and affective aspects indicates that the platform effectively enhances engagement, motivation, and comprehension while reducing test anxiety. These results reinforce prior research emphasizing the pedagogical potential of gamified learning technologies in English Language Teaching (ELT) (Zhang & Crawford, 2024; Hoang, 2024; Pitoyo et al., 2020). Quizizz, by integrating game-like features such as leaderboards, time-based challenges, and instant feedback, transforms assessment from a stressful obligation into an interactive learning experience that promotes both enjoyment and cognitive engagement.

From a cognitive perspective, students in this study reported that Quizizz is accessible, simple to operate, and suitable for diverse English learning materials. They appreciated the platform's flexibility and the immediate feedback it provides after each question, which supports self-correction and promotes metacognitive awareness. This finding is consistent with Amini et al. (2025), who found that students value digital assessment platforms for their efficiency and interactivity. Similarly, Amalia (2020) and Zuhriyah and Pratolo (2020) highlight that Quizizz enables students to monitor their learning progress while maintaining high levels of concentration. The platform's adaptive nature encourages deeper engagement with language content and reinforces vocabulary and grammar understanding through repetition and feedback loops—key factors that strengthen long-term retention (Nation, 2013; Schmitt, 2008).

In terms of the conative aspect, which relates to students' behavioral engagement, Quizizz successfully captured learners' attention and encouraged active participation. Students reported being motivated to complete quizzes quickly and accurately, even when facing minor technical issues such as internet instability. This persistence reflects the motivational power of gamified environments. As Dörnyei (2001) argues, positive motivation and engagement are critical in sustaining learners' interest and improving academic performance. The inclusion of game mechanics—such as points, rankings, and immediate results—helps stimulate

intrinsic motivation and competitiveness, which in turn fosters sustained focus. This aligns with findings from Amini et al. (2025), who noted that gamified tools promote student perseverance and task completion rates even under less favorable learning conditions.

The affective findings reveal that Quizizz contributes significantly to lowering students' anxiety during assessments. Students described the experience as enjoyable, relaxing, and rewarding. They particularly appreciated the visual design, sound effects, and humorous memes that created a fun and supportive testing atmosphere. This supports Zhang and Crawford's (2024) study, which found that interactive game-based assessments reduce foreign language anxiety and increase students' willingness to participate. Likewise, Medina (2002) and Krashen (1982) suggest that lowering affective barriers enhances language learning efficiency by facilitating a positive emotional environment. In this study, students' eagerness to use Quizizz in future classes reflects a shift from extrinsic to intrinsic motivation, where enjoyment becomes a natural part of learning.

The qualitative interview data further strengthened these results. Students emphasized that Quizizz made testing "feel like playing a game," making them more enthusiastic and confident. They also noted that immediate scoring and feedback helped them reflect on mistakes more constructively, improving self-regulated learning. Similar findings have been reported by Wahyudi et al. (2020) and Zhang and Crawford (2024), who found that the real-time feedback feature of Quizizz increases learners' awareness of their progress and supports the development of autonomous learning skills. However, a few participants pointed out that internet instability sometimes disrupted concentration, suggesting that successful implementation of gamified assessment also depends on institutional infrastructure and technological readiness.

The findings of this study carry several implications for language teaching and assessment practices. First, integrating Quizizz into English language instruction can make formative assessments more interactive, engaging, and less intimidating, thereby increasing student motivation and learning outcomes. Teachers can use Quizizz not only for quizzes but also for vocabulary reviews, grammar practice, and comprehension checks to sustain classroom participation and enthusiasm. Second, the platform's real-time feedback supports autonomous learning and helps educators identify areas where students struggle, allowing for timely pedagogical intervention. Institutions should therefore provide professional development for teachers to effectively design gamified assessments that align with curricular goals. Furthermore, the study highlights the potential for Quizizz to promote digital literacy, an essential 21st-century skill that encourages students to navigate, analyze, and evaluate online learning tools critically (Cyr et al., 2018; Packer et al., 2022).

Despite the positive findings, this study has several limitations. The research was conducted with a limited sample from a single higher education context, which may

not represent the broader student population. The study also relied primarily on self-reported perceptions, which could be influenced by students' enthusiasm for technology or the novelty effect. Moreover, external factors such as internet stability and device accessibility may have affected students' experiences. Future research should involve larger and more diverse samples across institutions and disciplines to improve generalizability. Experimental or mixed-method designs could also be used to measure the direct impact of Quizizz on learning outcomes, such as vocabulary acquisition or reading comprehension. In addition, longitudinal studies would be valuable to assess whether the motivational and cognitive benefits of gamified assessments persist over time. This study confirms that Quizizz serves as an effective and engaging tool for English language assessment, particularly when integrated thoughtfully into instructional design. It contributes to both the theoretical understanding of gamified learning and its practical application in higher education, underscoring the importance of technology-driven approaches that enhance student motivation, engagement, and achievement.

CONCLUSION

Based on the analysis results of mean, standard deviation, and percentage of the answers from the questionnaires of the three aspects cognitive, conative, and affective it was concluded that, as a whole, the students had a positive perception of the use of Quizizz as a tool of assessment in English class. The cognitive aspect showed that the students considered Quizizz to be easy to use, suitable for sharing materials, and especially effective during online learning. The variation in perceptions was moderate, showing that there were different experiences, but the majority of the students gave positive perceptions. The conative aspect indicated that students started to recognize and feel comfortable in using Quizizz, with a good level of focus and integrity, even though there were some technical problems, such as internet connection. The students felt that the time spent doing the questions was appropriate according to the level of difficulty, which supports their motivation in learning. The aspect of affective showed that Quizizz was able to increase students' motivation, enthusiasm, and curiosity in learning English. The interesting features and enjoyable learning environment made the students want to use Quizizz more often in their future.

As a whole, the effectiveness of Quizizz as a tool of assessment not only facilitates the learning and evaluation process, but also can improve students' motivation and engagement as a whole in English learning. These findings gave a positive image toward the use of technology in learning English, which became an effective alternative for the educators. However, further research with a larger sample size and various methods is needed to reinforce the generalization of the result. Therefore, expected that the use of digital assessment tools such as Quizizz can be developed and optimized for the improvement of the quality in future learning.

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