

Students' Perspectives on Popular Learning Platforms as Online English Assessment Tools

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Abstract

This study explored University English education students' views on popular gamified platforms for formative assessment. Within sixty eight undergraduates reported that tools such as Quizizz, Kahoot! Booklet, Wordwall, and Mentimeter are engaging, easy to use, and deliver immediate feedback; many also felt these platforms reduce opportunities for cheating and encourage active participation. Students singled out Quizizz and Kahoot! for their strong motivational effects yet these findings suggest that integrating user-friendly, gamified assessment tools can make formative assessment more student-centered, increase motivation, provide timely data for instructional adjustments, and reduce test anxiety which is provided by university to invest in teacher training and adequate technical support.

Keywords: Student Perspective, English Formative Assessment, Gamification

1. Introduction

Over the past decade, technological development has accelerated at an unprecedented pace, reshaping nearly every sector of society. In education, the rapid growth of artificial intelligence (AI) has significantly advanced educational technology by enabling adaptive and data-driven learning tools (Poupard et al., 2025; Ravshanovna et al., 2025; Ravshanovna & Abdi-Xafizovna, 2025; Ravshanovna & Erkinjonovna, 2025). AI-powered platforms now provide sophisticated analytics, automated feedback, and real-time student tracking, features that were inconceivable in traditional teaching contexts (Dewi, 2025). Within English Language Teaching (ELT), these innovations have contributed to the development of online assessment tools that personalize learning experiences and demonstrate the potential of technology to enhance teaching effectiveness and improve learning outcomes.

English Formative Assessment

Historically, English assessment has relied heavily on pen-and-paper examinations and teacher-centered evaluations that emphasized summative outcomes (Belhadj, 2025). Yet, contemporary learners increasingly expect assessment methods that are interactive, flexible, and feedback-oriented, reflecting their digital literacy and learning preferences. This shift reflects a broader pedagogical movement from teacher-centered to student-centered assessment practices, with a growing emphasis on formative feedback and learner agency (Eragamreddy, 2025). Technology has played a central role in enabling this transformation by providing platforms that adapt to individual learning needs, deliver immediate feedback, and support



self-paced learning. And also according to the studies of developments in assessment methodologies, educational assessment is defined as the systematic process of measuring student learning and progress to inform instruction and decision-making (Qudratova, 2024; Weng & Jiang, 2024; Xia et al., 2024). The assessment itself is categorized into formative, summative, and diagnostic types, each of them showed a different purpose in the learning process. It is stated that formative assessment is to provide ongoing feedback to students and instructors in which enabling timely interventions and the other one is called the summative assessment evaluates cumulative learning at the end of an instructional period; and the last one is diagnostic assessment, it is rather to identify learners' strengths and weaknesses before instruction begins. Recent educational practices (Corry et al., 2024; Nuraini et al., 2025) stated that by integrating these assessment types into a cohesive framework that supports continuous improvement and personalized learning ways in which led into an effective assessment in which thus crucial for student success as it motivates learners, and ensures that educational objectives are met.

Gamification

Gamification has become a powerful innovation in educational assessment which refers to the incorporation of game-like elements such as points, badges, leaderboards, and challenges into learning session and assessment activities (Isabelle, 2020; Oliveira et al., 2022; Zainuddin et al., 2020). These elements are grounded in principles of clear goals, immediate feedback, and a sense of progression or competition, all of which foster active engagement (Corry et al., 2024; Nuraini et al., 2025). Empirical research supports the effectiveness of gamification in enhancing motivation, encouraging intrinsic engagement, and reducing the anxiety often associated with traditional assessments (Huseinović, 2024; Zainuddin et al., 2020). The way it embeds gamified features into evaluation methods allows educators to address common challenges such as low participation rates, delayed feedback, and limited student motivation. As such, gamified assessment represents a significant and promising trend in educational technology, offering the potential to transform how learning is measured and experienced by both teachers and students.

According to the real time English practice studies on gamification (Ruxsora, 2025; Smith, 2024) reveal that there are couple learning apps that shows a significant improvement on the user in which help the users learn and assess their English around the globe, first is the Kahoot! stands out as an interactive real-time quiz platform that has a competitive element such as live leaderboards and time-based scoring. And the other one is the Quizizz, it offers a self-paced assessment environment that integrates gamification features, like avatars and power-ups in some questions and provides detailed stats on student performance. in another hand, Booklet leverages multiple game formats, including "Tower Defense" and "Battle Royale," these fun activities allowed the instructors to customize quizzes into engaging game modes that cater to diverse learning styles. Wordwall platform has functions as a template-based activity creator, enabling educators to design varied assessment formats such as matching, sorting, and cloze exercises with minimal technical expertise. the last app is Mentimeter which acts as an interactive presentation tool that engages live audiences through polls, word clouds, and quizzes, making lectures and evaluations more dynamic. Collectively, these platforms serve over 20 million users globally, demonstrating their widespread adoption and significant impact on modern educational practices.

The primary objective of this research is to identify the most preferred online English assessment platform among university students of English Education Department within the context of language instruction. Specifically, this study seeks to answer the questions:

1. Which online assessment platform demonstrates the highest preference among English Education Department students and their perspective?
2. What specific features drive platform preference in English language assessment?

By examining user preferences and the underlying factors influencing their choices, this research aims to provide actionable insights that can inform educational decision-making at institutional and classroom levels. Ultimately, understanding platform preference will guide stakeholders in selecting technologies that optimize student engagement, enhance learning outcomes, and streamline assessment practices.

2. Methodology

Participants

The study involved 68 undergraduate students who enrolled in the English Education Department at the University of Muhammadiyah Gresik (2024–2025). Participants were selected purposively based on accessibility and relevance to the record that they were readily available to the researcher and represent primary users of online assessment tools in ELT teacher training context. This is also supported by the participants who also had at least one semester of exposure to educational-technology coursework. A focused subgroup analysis was performed for the 39 students who reported Quizizz as their preferred platform to explore platform-specific perceptions

Data Collection & Instrument

Data were collected through 2 structured questionnaires administered online via the WhatsApp Group during a two-week period in April 2025. Participants received a mail invitation containing a survey link and ensuring anonymity and encouraging honest responses. The questionnaire was composed of two sections: (1) 5 items in evaluating and finding out the preferred specific platform attributes and (2) a single open-ended question soliciting overall impressions and suggestions and continued by (3) 5 more closed-ended Likert-scale items in evaluating student's preference on most preferred specific platform after the first and the second are already administered. Estimated completion time was approximately 10 to 15 minutes, and participants were informed that they could withdraw at a time after class is finished for making sure the participants were joining the survey. Ethical approval was obtained from the head of English Education Department of the University of Muhammadiyah Gresik and all participants provided informed consent prior to survey completion.

After the first closed ended questionnaire and the second of a single open-ended question administered, the third of a five-point Likert scale was implemented to measure student attitudes toward students most preferred platform; with response options defined as follows: (5) Strongly Agree: complete agreement with the statement; (4) Agree: general agreement with minor reservations; (3) Neutral: neither agree nor disagree/undecided; (2) Disagree: general disagreement with the statement; and (1) Strongly Disagree: complete disagreement with the statement. This 5-point structure allowed for nuanced differentiation of attitudes without overburdening respondents with an excessive number of options. Each item was phrased positively to reduce response bias and facilitate straightforward interpretation of mean scores. By using a 5-point scale, the study balanced granularity (capturing subtle variations in opinion) with ease of response, thereby optimizing both data quality and participant engagement.

Data Analysis

Quantitative data from the Likert-scale responses were analyzed using descriptive statistics, frequencies, and percentages generated in SPSS Version 25. Preference rankings for each platform were determined by calculating aggregate mean scores and frequency distributions for the "Overall Preference" items. For the open-ended responses, thematic analysis was conducted following Braun and Clarke's six-step procedure: familiarization, coding, theme development, review, definition, and reporting. To enhance content validity, item statements were derived from established frameworks in educational technology research and reviewed by 1 expert in English language assessment. Internal reliability of the Likert-scale items was confirmed by calculating Cronbach's alpha ($\alpha = 0.82$), indicating acceptable consistency. Procedural steps such as ensuring anonymity, providing clear instructions, and conducting pilot testing minimized potential biases and response errors. The integration of quantitative Likert scores with qualitative thematic findings strengthened the study's credibility by allowing cross-verification of results.

Before converting the Likert-scale data into narrative descriptions, the researchers first assigned each item a numerical value like 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Neutral (N), 2 for Disagree (D), and 1 for Strongly Disagree (SD).

Because each questionnaire contained 5 items, the maximum possible score per questionnaire set was calculated as $5 \times 5 = 25$. Given that the same set was administered to 39 respondents who is in the 57% of the total population who chose Quizizz as most preferred platform as showed in the table 3 in which shown below in appendix, the absolute maximum total across all participants reached $39 \times 25 = 975$. Conversely, the minimum potential score per questionnaire was $39 \times 1 = 39$, yielding an overall minimum of $39 \times 5 = 195$. Subtracting the minimum (195) from the maximum (975) produced a total score range of 780 points. To interpret each participant's total score, this 780-point interval was divided into five equal subranges, each corresponding to one of the Likert categories.

The resulting classification scheme appears in Table 1 in the appendix, where scores from 781 – 975 indicate "Strongly Agree," 586 – 780 indicate "Agree," 391 – 585 denote "Neutral," 196 – 390 indicate "Disagree," and a score of 195 corresponds to "Strongly Disagree."

3. Findings and Discussion

3.1 Research Finding

The 1st survey results indicated that a significant majority of students selected *Quizizz* as their preferred online assessment platform for English education and the *overall preferences* showed a value of 39 students (57% of the population) will make the *Quizizz* becomes the most preferred platform in this study with as showed, as demonstrated in table 2. The findings reveal students' attitudes toward utilizing *Quizizz* as a digital assessment instrument in English instruction and learning, particularly for formative evaluation purposes.

Table 2. Online English Assessment Platform Preference Questionnaire (First Questionnaire) and Percentage of Student's Preference on Online English Assessment Platform

No	Item	Quizizz	Kahoot	Booklet	Wordwall	Mentimeter
1	<i>Platform Usability -</i>	42	14	6	4	2

	Which online assessment platform do you find most user-friendly and easy to navigate?																																									
2	Engagement Level - Which platform keeps you most engaged and motivated during English assessments?	38	18	6	4	2																																				
3	Learning Effectiveness - Which platform do you believe helps improve your English skills most effectively?	37	17	8	4	2																																				
4	Feedback Quality - Which platform provides the most helpful feedback on your performance?	42	14	6	4	2																																				
5	Overall Preference - Which online assessment platform do you prefer most for English language learning?	39	17	5	4	3																																				
<table border="1"> <thead> <tr> <th>Platform</th> <th>Q1 (Usability)</th> <th>Q2 (Engagement)</th> <th>Q3 (Effectiveness)</th> <th>Q4 (Feedback)</th> <th>Q5 (Overall)</th> </tr> </thead> <tbody> <tr> <td>Quizizz</td> <td>60%</td> <td>56%</td> <td>54%</td> <td>62%</td> <td>57%</td> </tr> <tr> <td>Kahoot!</td> <td>22%</td> <td>26%</td> <td>25%</td> <td>21%</td> <td>25%</td> </tr> <tr> <td>Booklet</td> <td>10%</td> <td>9%</td> <td>12%</td> <td>9%</td> <td>7%</td> </tr> <tr> <td>Wordwall</td> <td>4%</td> <td>6%</td> <td>6%</td> <td>6%</td> <td>6%</td> </tr> <tr> <td>Mentimeter</td> <td>3%</td> <td>3%</td> <td>3%</td> <td>3%</td> <td>4%</td> </tr> </tbody> </table>							Platform	Q1 (Usability)	Q2 (Engagement)	Q3 (Effectiveness)	Q4 (Feedback)	Q5 (Overall)	Quizizz	60%	56%	54%	62%	57%	Kahoot!	22%	26%	25%	21%	25%	Booklet	10%	9%	12%	9%	7%	Wordwall	4%	6%	6%	6%	6%	Mentimeter	3%	3%	3%	3%	4%
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Wordwall	4%	6%	6%	6%	6%																																					
Mentimeter	3%	3%	3%	3%	4%																																					

Considering the result of the 1st questionnaire, the researcher decided to administer another survey on Student's Perception on the overall preferred Platform which is Quizizz within same 39 participant from the 57% of the 68 participant who chose Quizizz. This data table below is the result of the 2nd questionnaire of the students' perception on the Quizizz.

Table 3. Students' Perception on Most Preferred Platform which is Quizizz (Second Questionnaire)

No	Item	SD - 1	D - 2	N - 3	A - 4	SA - 5	TS	C
1	It has an attractive UI or display	-	-	-	4	35	875	SA
2	It is easy to use and learn through it	-	-	-	18	21	525	N
3	It does not cause an intense feeling in doing test through it	-	4	5	10	20	500	N
4	It feels like a game	-	-	2	22	15	440	N
5	It is better than conventional test	-	-	-	9	30	750	A
	Score (S)	-	4	7	63	121		
	Score x option Value	-	8	21	252	605		
	Total			886				SA

Note: TS: Top Score; C: Category

According to the table 4. above, 39 students who chose Quizizz as their preferable platform, every respondent rated its interface positively: 4 chose "Agree" and 35 "Strongly Agree" on "It has an attractive UI or Display." Across the five statements, no one selected "Strongly Disagree," while only four chose "Disagree" (all on "It doesn't cause an intense feeling"), and seven chose "Neutral" (five on intensity and two on "Feels like a game"). Summing all responses yields 63 "Agree" and 121 "Strongly Agree" votes, for a weighted total of 886 out of a possible 975. Therefore This led into the value of the 781–975 range of our Likert-interpretation scale, the overall category is "Strongly Agree." In short, these 39 students overwhelmingly agree that Quizizz combines an appealing interface and superior testing experience, with somewhat more mixed (but still mainly positive) views on ease of use and game-like qualities.

To accompany the quantitative findings, an open-ended question was included to explore students' reasons for preferring Quizizz after the administration of 1st questionnaire. the data revealed several key themes that emerged from participants' responses as it describe below.

According to the open-ended result, it shows various themes but yet the most prominent theme was *self-paced learning*, which mostly appeared in 57% of participants' responses who chose Quizizz. Students consistently showed an

appreciation for not feeling rushed during assessments. Then continued by the second major theme was *detailed feedback*, this leads into where students can get highlighted of the immediate explanations which provided by the platform directly. In addition, participants noted that these instant feedback mechanisms significantly enhanced their understanding of the material and accelerated their learning process. The third is *user-friendly* interface which showed as another significant factor toward the students praising Quizizz's clean and simple design. Participants indicated that the intuitive layout reduced confusion and made navigation simple and direct and lead to contribute more positive assessment experience. Finally, the *anxiety reduction* was identified as a notable benefit even though mentioned less frequently among the 39 participants. Nevertheless, Students observed that Quizizz's private assessment format helped minimize peer pressure, creating a more comfortable testing environment that reduced their overall anxiety levels during formative assessments.

3.2 Discussion

The results from this study reveal that students from the English Education Department at the University of Muhammadiyah generally viewed Quizizz positively as a platform for formative assessment. As shown in the data, the students exhibited a high level of agreement toward the students.

This finding is also consistent with previous studies including a similar one conducted by (Amalia, 2020) in the context of the Dynamic English Course. the research stated that students expressed enjoying Quizizz and agreed that it served as a platform for formative assessments. In the study which involved 20 participants, utilized a set of 10 closed-ended Likert-scale questionnaires to explore students' perspectives on Quizizz. It is found that the interactive display of questions and the platform's ability to prevent cheating during assessments indeed showed as two key features that show the most positive feedback from the participant. The students also appreciated the competitive nature of the platform, which made the learning process more engaging and fun. These aspects align with the findings in the current study, where students similarly appreciated the interactive and engaging features of Quizizz, which contributed to a more enjoyable and effective learning experience. Another area of concern which is the anxiety students experienced during assessments, it is found that two questions from the survey showed significant disagreement, as a result Quizizz did not effectively reduce the anxiety associated with taking a test. Some students still felt the pressure of the timed assessments, which led to noticeable stress during the activity. Additionally, concerns were raised about the leaderboard feature, which directly displays students' performance in real-time. This feature was noted to increase anxiety, as students are afraid for being ranked low compared to their peers. A possible solution to this issue is to deactivate the leaderboard feature during assessments to remove the competitive pressure and create a more supportive testing environment as suggested by participants.

While these findings provide valuable insights into students' experiences with Quizizz, it is important to note the limitation of the study. The sample size was relatively small, with only 20 participants, which may not fully represent the diverse perspectives of all students. Despite this limitation, the study provides an overall understanding of students' perceptions, suggesting that Quizizz is generally well received as a tool for formative assessment, although it is essential to address the anxiety and competitive aspects associated with its use.

Therefore, Teachers should create feedback-rich questions with immediate explanations, choose intuitive platforms with brief student orientations, use private modes to minimize pressure, and combine platform analytics with targeted reteaching. When paired with proper training and student guidance on interpreting results, these tools transform assessment from high-stakes testing into supportive learning experiences that build both mastery and learner independence.

4. Conclusion

The conclusion of this study is to demonstrate that students from the University of Muhammadiyah's English Education Department hold positive perspectives toward the use of online assessment tools, particularly in the use of Quizizz. The data revealed that students strongly agreed on the platform's attractive and engaging display, which plays a significant role in reducing learning anxiety. Additionally, students expressed a preference for Quizizz over traditional assessment methods, highlighting its benefits in terms of interactivity and overall student engagement.

This study not only contributes valuable insights into the effectiveness of Quizizz as an online English assessment tool but also serves as a resource for educators and researchers. It encourages further exploration and adoption of Quizizz in educational settings, offering a promising alternative to conventional testing methods. By incorporating interactive and engaging online tools like Quizizz, educators can create a more enjoyable and effective learning environment for their students.

It is noted that this study's findings are limited to one university with purposively selected participants because of limited time and funding. Therefore, Future research should use larger, multi-institution samples with random sampling to improve generalizability. This could be comparative studies across platforms and contexts would identify which features consistently support learning and what training or institutional support is needed or perhaps an experimental design measuring actual learning outcomes through pre-post tests would determine if positive perceptions lead to real gains.

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6. Appendix

Table 1.

Total Score Interpretation for the 3rd Closed Ended Questionnaire on Student's most preferred platform

Total Score	Interpretation
781 – 975	Strongly Agree

586 – 780	Agree
391 – 585	Neutral
196 – 390	Disagree
195	Strongly Disagree