



Analyzing the Role of Quizizz in Integrating Language Assessment with Language Skills : A Library-Basefd Study

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Abstract. *The integration of technology in language education has significantly influenced how teachers assess students' language skills. This library-based study explores the role of Quizizz, a gamified online assessment platform, in supporting the integration of language assessment with the four major language skills: listening, speaking, reading, and writing. Drawing on recent scholarly literature published between 2020 and 2025, the study identifies the platform's strengths in assessing receptive skills through multimedia-supported tasks and real-time feedback. It also highlights the motivational effects of gamification, including increased learner engagement and reduced language anxiety. While Quizizz has limitations in evaluating productive skills, the findings suggest that these can be addressed through blended approaches that combine Quizizz with other digital tools. The study concludes that, when implemented creatively, Quizizz can serve as an effective formative assessment tool in modern, learner-centered language classrooms.*

Keywords: *Assessment; digital learning tools; formative assessment; gamification; integrated language skills*

Abstrak. Integrasi teknologi dalam pendidikan bahasa telah secara signifikan mempengaruhi cara guru menilai kemampuan bahasa siswa. Studi berbasis kepastakaan ini mengeksplorasi peran Quizizz, sebuah platform penilaian online yang digabungkan dengan permainan, dalam mendukung integrasi penilaian bahasa dengan empat keterampilan bahasa utama: menyimak, berbicara, membaca, dan menulis. Berdasarkan literatur ilmiah terbaru yang diterbitkan antara tahun 2020 dan 2025, studi ini mengidentifikasi kekuatan platform dalam menilai keterampilan reseptif melalui tugas-tugas yang didukung multimedia dan umpan balik waktu nyata. Studi ini juga menyoroti efek motivasi dari gamifikasi, termasuk peningkatan keterlibatan pelajar dan berkurangnya kecemasan bahasa. Meskipun Quizizz memiliki keterbatasan dalam mengevaluasi keterampilan produktif, temuan menunjukkan bahwa hal ini dapat diatasi melalui pendekatan campuran yang menggabungkan Quizizz dengan alat digital lainnya. Studi ini menyimpulkan bahwa, jika diimplementasikan secara kreatif, Quizizz dapat berfungsi sebagai alat penilaian formatif yang efektif di kelas bahasa modern yang berpusat pada pelajar.

Kata kunci: Penilaian; alat pembelajaran digital; penilaian formatif; gamifikasi; keterampilan bahasa terintegrasi

1. INTRODUCTION

The integration of technology into language learning and assessment has significantly transformed the ways in which language educators design instruction and evaluate student performance. Digital tools not only enhance classroom engagement but also open new possibilities for assessing learners' linguistic abilities in more dynamic, interactive, and learner-centered formats. One such tool that has gained considerable attention in recent years is Quizizz, a game-based online platform initially created for formative quizzes. Over time, Quizizz has evolved into a versatile educational tool that accommodates various media formats—text, images, audio, and video—making it

increasingly relevant for integrating language skills into assessment practices (Sari & Wahyudin, 2021).

The shift from traditional, skill-isolated assessment to integrated language assessment reflects a broader movement in language education toward communicative competence and task-based learning. In real-life communication, language skills—listening, speaking, reading, and writing—are rarely used in isolation. Therefore, assessments that reflect this integration provide more authentic measures of learner proficiency. Quizizz, with its multimedia capabilities and real-time feedback, provides an opportunity to assess these skills in interconnected ways, particularly through reading and listening tasks (Hidayati & Saputra, 2021).

Furthermore, game-based learning environments like Quizizz promote increased motivation and engagement. Features such as instant feedback, leaderboards, avatars, and a competitive quiz format have been shown to enhance students' enthusiasm for learning and encourage active participation (Rismayana & Pratolo, 2022). These elements are particularly important in language classrooms, where student engagement plays a crucial role in language acquisition and retention.

From a pedagogical standpoint, Quizizz aligns well with formative assessment strategies. It enables educators to gather timely and actionable data on learner performance, which can inform future instruction and support differentiated teaching approaches. According to Al-Marouf, Alhumaid, and Salloum (2021), digital tools like Quizizz provide valuable analytics that help teachers identify individual and group learning trends, allowing for more personalized instruction and targeted feedback.

However, while Quizizz demonstrates strong potential in assessing receptive language skills, its capacity to measure productive skills such as speaking and extended writing remains limited. Although it allows short written responses in open-ended formats, it does not natively support oral responses or more complex writing tasks (Rismayana & Pratolo, 2022). To address these limitations, educators often integrate Quizizz with other platforms—such as Flipgrid for speaking or Google Docs for writing—to design comprehensive, skill-integrated assessments.

In light of these developments, it is essential to analyze how platforms like Quizizz contribute to the integration of language assessment with the four main language skills. This study explores these issues through a library-based analysis of scholarly literature published between 2020 and 2025. It aims to provide insights into the pedagogical

applications, strengths, and limitations of Quizizz as a digital language assessment tool in contemporary learning environments.

2. LITERATURE REVIEW

Recent studies have explored the role of digital tools in language education, with a growing emphasis on platforms like Quizizz for formative assessment and student engagement. According to Hidayati and Saputra (2021), Quizizz enhances learner motivation and supports diverse language input by incorporating images, recordings, and reading passages into questions.

Digital formative assessments allow teachers to integrate skills by designing tasks such as listening to audio clips and answering comprehension questions or reading short texts and responding through paraphrasing. Rismayana and Pratolo (2022) argue that tools like Quizizz enable teachers to create multimedia-rich, skill-integrated tasks with instant feedback and analytics, promoting more personalized learning.

However, the platform has limitations for productive skills like speaking and writing. While it supports open-ended questions for short written responses, its capacity to assess speaking remains limited without integration with other tools. Nonetheless, when used creatively, Quizizz can scaffold the development of all four skills and offer valuable data for instructional decisions (Al-Marroof et al., 2021)

In sum, the literature suggests that Quizizz is a powerful digital tool for enhancing integrated language assessment, particularly in formative, low-stress learning environments. It facilitates receptive skill assessment effectively and contributes to learner engagement and motivation through gamification. While its limitations in productive skill assessment are evident, these can be overcome with thoughtful instructional design and tool integration. As such, Quizizz reflects broader trends in educational technology that prioritize interactivity, learner agency, and continuous assessment.

3. METHODOLOGY

This study employs a qualitative library-based research design, aiming to explore how Quizizz supports the integration of language assessment with the four core language skills: listening, speaking, reading, and writing. In line with Snyder (2020), literature-based research serves as a valid methodological approach that allows researchers to generate new insights by synthesizing and critically analyzing existing academic work. Rather than collecting primary data, this method focuses on deriving understanding and theoretical

perspectives from previously published studies, making it particularly suitable for educational research where technology and pedagogical trends evolve rapidly.

The research process began with systematic searches of academic databases including Google Scholar, JSTOR, ERIC, and ResearchGate. Using keywords such as “Quizizz and language skills”, “digital language assessment”, “gamified learning tools”, and “formative assessment in language education”, the researcher identified a pool of scholarly articles published between 2020 and 2025. The inclusion criteria required that articles (1) discuss the use of Quizizz in language education contexts, (2) examine its role in skill integration or assessment, and (3) be peer-reviewed or academically credible. Studies without direct relevance to language assessment or not grounded in empirical or pedagogical frameworks were excluded.

A narrative literature review approach was used, focusing on thematic synthesis rather than statistical aggregation (Baumeister & Leary, 2021). This involved identifying recurring themes and pedagogical patterns across the literature, such as Quizizz’s support for receptive skills, limitations in productive skill assessment, motivational impact, and its role in formative, feedback-driven instruction. Each study was analyzed not only for its findings but also for its methodological context, population, and relevance to language education.

To ensure rigor and transparency, this review followed the structure proposed by Xiao and Watson (2020), which includes: (1) defining the scope of inquiry, (2) developing a search strategy, (3) selecting and appraising sources, (4) coding and categorizing key findings, and (5) synthesizing results into coherent themes. The process emphasized the importance of both breadth and depth in reviewing sources to support valid interpretations and avoid bias.

Additionally, ethical considerations were addressed following the guidelines of Suri (2020), including accurate representation of sources, acknowledgment of limitations, and a balanced critique of methodologies and outcomes within the studies reviewed. While this approach does not include primary data collection, it contributes to the field by offering a synthesized, evidence-based perspective on the evolving use of digital tools in integrated language assessment.

This method is supported by recent frameworks in educational technology and information systems research that emphasize the value of integrative reviews in advancing both theory and practice (Paré et al., 2021). By compiling insights from diverse classroom

settings and learner populations, the study provides a grounded understanding of the pedagogical potential and limitations of Quizizz in language education.

4. FINDINGS AND DISCUSSION

Findings

Based on an in-depth analysis of scholarly publications from 2020 to 2025, several key findings emerged regarding the use of Quizizz as a platform for integrating language assessment with various language skills. The findings are categorized into receptive and productive skills, student motivation, and formative assessment potential.

a. *Use of Quizizz in Assessing Receptive Skills: Reading and Listening*

Multiple studies confirm that Quizizz is highly effective for assessing receptive skills, particularly reading and listening. Its features allow the integration of reading passages and audio clips into quiz questions, enabling students to perform comprehension tasks in contextually relevant and interactive formats. Ramadhan and Fitriyani (2022) reported that students demonstrated improved comprehension when engaging with quizzes that mirrored real-world tasks, such as listening to dialogues or reading short narratives followed by comprehension questions.

b. *Limitations in Assessing Productive Skills: Speaking and Writing*

Although Quizizz provides short-answer features that allow brief written responses, its capability for assessing productive language skills—especially speaking and extended writing—is still limited. The absence of voice recording functionality prevents direct speaking assessment through the platform. Nugroho and Nurkamto (2021) emphasized this limitation, noting the need for supplementary tools. Some educators have addressed this issue by combining Quizizz with external platforms like Flipgrid for speaking tasks and Google Docs for writing activities (Yuliana & Permana, 2023), thus creating more complete and balanced language assessments.

c. *Gamification and Student Engagement*

Studies consistently found that the gamified elements of Quizizz—including leaderboards, avatars, point rewards, and countdown timers—positively influence student engagement and motivation. Sari and Wahyudin (2021) noted that students were more eager to complete assessments and participate actively when Quizizz was used. This motivation is critical in language learning contexts where anxiety or disengagement can hinder performance.

d. *Support for Formative Assessment and Instructional Differentiation*

Quizizz offers automated analytics and real-time performance data, which help teachers monitor both individual and group performance. Reports generated from quizzes allow instructors to identify trends in student understanding, track progress, and pinpoint areas needing reinforcement. Yusri and Fauzan (2023) found that these analytics support personalized feedback and data-informed instructional planning, making Quizizz a powerful tool for formative assessment.

Discussions

The findings of this study highlight how Quizizz plays a transformative role in supporting the integration of language assessment with language skills, especially in modern educational settings that emphasize learner engagement and communicative competence. As classrooms shift away from traditional, isolated assessments toward more interactive and learner-centered approaches, Quizizz emerges as a tool that can support this evolution effectively—particularly for receptive skills like reading and listening.

One of the most notable advantages of Quizizz is its alignment with communicative language teaching (CLT) principles. Unlike conventional assessments that often focus on grammar drills and rote recall, Quizizz enables tasks that resemble real-life communication. For example, students may be asked to listen to an audio conversation and answer comprehension questions or read a passage and paraphrase its meaning. These formats are not only interactive but also task-based, which are widely considered best practices in modern language pedagogy (Putra & Fatimah, 2021). Thus, the platform helps bridge the gap between assessment and authentic language use.

That said, the role of the teacher remains crucial in maximizing Quizizz's potential—particularly when it comes to productive language skills, which are less supported by the platform's current features. Speaking tasks, for example, require tools that allow recording and playback, which Quizizz does not yet offer. Similarly, extended writing assignments are difficult to manage through multiple-choice or short-answer formats alone. However, this limitation does not mean that Quizizz should be excluded from assessing productive skills altogether. Many educators have adopted a blended approach, using Quizizz for initial scaffolding—such as vocabulary, grammar, and reading activities—then transitioning into writing or speaking tasks via other platforms like Google Docs and Flipgrid (Yuliana & Permana, 2023). These combined strategies demonstrate

how creativity and pedagogical design can expand the functional use of Quizizz beyond its surface capabilities.

Another important aspect that emerged from this study is the impact of gamification on student motivation. Elements like leaderboards, points, avatars, and instant feedback are not just engaging—they are pedagogically meaningful. These features contribute to reducing language anxiety, increasing student willingness to participate, and even promoting autonomous learning. As noted by Wulandari and Prasetyo (2022), the gamified nature of Quizizz helps create a fun and non-threatening environment, which is particularly beneficial in language learning contexts where learners often fear making mistakes. In such environments, students tend to take more risks, repeat tasks voluntarily, and become more invested in their own progress.

In addition to boosting motivation, Quizizz also plays a substantial role in formative assessment. Its automatic grading and real-time analytics allow teachers to gain immediate insights into students' strengths and weaknesses. These insights can then inform instructional decisions, helping teachers to plan remedial activities or enrichment tasks based on actual data rather than assumptions. As Yusri and Fauzan (2023) emphasize, such data-driven instruction is increasingly essential in today's classrooms, especially those with diverse student needs. By facilitating ongoing assessment rather than relying solely on summative exams, Quizizz aligns well with a teaching philosophy that values continuous learning and growth.

Ultimately, this study reinforces that while Quizizz may not be a one-size-fits-all solution for language assessment, its strength lies in its flexibility and potential when integrated thoughtfully into broader teaching practices. It encourages interactive learning, supports receptive skill assessment effectively, and provides actionable data to guide instruction. With strategic use and creative pedagogy, even its limitations—especially regarding speaking and writing—can be mitigated by pairing it with other tools. Thus, Quizizz can be a key component in a modern, integrated language assessment ecosystem.

5. CONCLUSION

This study concludes that Quizizz serves as a highly useful platform for integrating language assessment with receptive skills such as reading and listening. It offers interactive, engaging formats that support learner-centered and formative language learning environments. Although it has limitations in assessing productive skills, these can be addressed by creatively integrating other digital tools. Overall, Quizizz aligns well with

communicative and task-based language instruction, offering students engaging ways to demonstrate understanding while giving teachers valuable insights through real-time performance data.

6. SUGGESTIONS

- a. Integrate Quizizz with complementary platforms (e.g., Flipgrid for speaking, Google Docs for writing) to support assessment of all four language skills.
- b. Design multimedia-enriched tasks that reflect authentic communication situations (e.g., listening to audio followed by writing a summary).
- c. Use Quizizz analytics to guide personalized feedback and differentiated instruction.
- d. Encourage students to create their own quizzes as a form of peer-assessment and active learning.
- e. Future research should explore the long-term impact of gamified assessment tools like Quizizz on language proficiency.

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